THE TEACHER AND SOCIETY

REPORT OF NATIONAL COMMISSION ON TEACHERS-I

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1983-85

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PRINTED BY THE MANAGER, GOVERNMENT OF INDIA PRESS, NASIK-422 006
AND PUBLISHED BY THE CONTROLLER OF PUBLICATIONS, DELHI-110 054
1986

Chairman

Professor D. P. Chattopadhyaya
14-AB, Mathura Road,
New Delhi-110 001.

NATIONAL COMMISSION ON TEACHERS-I
NEW DELHI
March 25, 1985

Dear Shri Pant,

I have great pleasure in presenting to you the Report of the National Commission on Teachers-I, relating to teachers at the school stage.

The setting up of National Commissions on Teachers has been taken by the people as a welcome indication of the Government's concern with the problems and prospects of the teaching profession. Keeping the teacher in the focus of its attention the Commission has looked into some main aspects of our educational system. It is the considered opinion of the Commission that the excellence or lack thereof of the teaching profession is intimately related to the attending socio-economic conditions. It is bearing this aspect of the question in view that we have entitled our Report as *The Teacher and Society*.

Our findings have persuaded us that the nation must unreservedly commit itself to the welfare of the teacher and also to the raising of its status in society. The teacher, in turn, is expected to dedicate himself to his duties and to the improvement of his professional competence and career. Teachers' Organisations have a very constructive role to play in determining the quality of the teaching profession.

The facts and figures available with the Commission unmistakably highlight the urgency of the Universalisation of Elementary Education. In the new Education Policy of the Government this national goal of ours must not only find its due place but also must be backed up by adequate financial resources. It is very clear that unless budgetary allocations of the Union and the State Governments for education are substantially raised, the aims of teaching profession and the ideal of a new educational system will continue to elude us. We hope that on the basis of our Report it will be possible for the Government to undertake, in cooperation with the voluntary agencies and the public, necessary steps to change our educational system making it more relevant both to our traditional roots and the present socio-economic needs.

In the end, I would like to put on record my own and my colleagues' sincere gratitude for the support extended to us by the Ministry of Education during the period of our work.

With kind regards,

Yours sincerely,
(D. P. CHATTOPADHYAYA)

SHRI K. C. PANT,
HONOURABLE MINISTER OF EDUCATION,
GOVERNMENT OF INDIA,
NEW DELHI.

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Ministry of Education,
New Delhi.

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*Since deceased.

**Resigned with effect from 22-3-1984.

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*The number in bracket indicates the number of the relevant term of reference in the Government Resolution (Annexure).

INTRODUCTION

In recognition of the importance of teachers and their role in developing the nation's human and material resources, the Government of India appointed two National Commissions on Teachers, one for the school stage and the other for higher education (including technical education) in February 1983.

This is by no means the first occasion when there has been national recognition of the role and work of teachers. Every important Commission[1] on Education since Independence has emphasized their vital role in national development and the urgent need for according them proper status and improved working conditions in order to enable them to reach higher levels of performance and effectiveness.

Apart from restressing the crucial nature of the teacher's role in education and development, the appointment of the present two Commissions also serves to underline the essential similarity of educational and teacher-related issues, and the inter-dependence of education at the school and university levels. The basic issues underlining the 12 terms of reference of the two Commissions are three:

(1) Measures to give to the teacher the status he needs and deserves to help him do his duties at the highest possible level of performance, which implies a suitable salary that, in the prevailing economic conditions, will not only meet his economic needs but be commensurate with his professional status and powerful enough to attract and retain 'talent' in the profession;

(2) The evolution of a system of teacher preparation that would help the teacher develop skills and values so as to make his teaching and efforts at character development effective; and go far; and

(3) To indicate the board Parameters of a code of conduct which would motivate and help the teacher give of his best in the performance of his duties; and to point out other conditions that are necessary for such a code's effective enforcement.

The need to recognise the inter-dependence of school and higher education can hardly be exaggerated. A common complaint from the university teachers is that the poor quality of higher education derives, in no small measure, from poor preparation at school; and that the situation will not change unless there is a perceptible upgrading of instructional standards in schools. On the other hand, those concerned primarily with the quality and relevance of school education take the view, with some justification, that as most secondary school teachers are drawn from university graduates, it would be unrealistic to expect any measurable improvement in school standards unless there is a substantial improvement in the quality of higher education in the country. As for elementary education, one has again to recognise that most of the teacher educators, educational administrators and research workers at this level are products of universities, which means that standards of elementary education are also determined, in no mean degree, by the standards of higher education. This inter-dependence of school and university education not withstanding, we must accept that the university, being at the apex of the educational system, is expected both by tradition and common consent to provide the system with its academic and moral leadership. If the university falters in this key function, there is little that can be done to save the school system from the deleterious effects of its dysfunctionality.

General Observations

Our tours of duty took us to many state capitals where we had many meaningful exchanges with state officials and officers of Education Department, teachers and representatives of teachers' organisations, and with many other distinguished educationists and citizens. We cannot thank them enough for the very warm and enthusiastic cooperation we received from them. It gives us great pleasure to record our heart-

---

[1]See for instance

— Radha Krishnan Commission Report (1948-49), Chapter-III—Teaching Staff (pp. 68-82).

— Lakshmanaswami Mudaliar Commission Report (1952-53), Chapter XII—Improvement of the Teaching Personnel (pp. 155-176).

— Kothari Commission Report (1964-66), Chapter-III, Teacher Status (pp. 46-66) and Chapter-IV, Teacher Education (pp. 67-88).

felt appreciation of their interest and the help we received from the discussions.

Presented below are some of the findings and highlights of our interactions :

(1) Wherever we went, we were told that the country was in dire need of a National Education Policy, and that in the absence of such a policy, the development of the educational services in the country would lack both in purpose and direction. There were frequent references to the Education Policy of 1968, and there was consensus that effort had been made towards its determined and purposeful implementation.

(2) Much anxiety and concern was expressed about the growing inadequacy of financial allocations for education from Plan to Plan. In several of our discussions and in the memoranda received from teachers' organisations our attention was drawn sharply to the fact that while in the first Five Year Plan education received 7.2% of the total outlay, in the VI Plan this proportion had come down steeply to 2.6%. This was a reminder that the major findings of the recent "rate of return", "cost benefit" and other relevant research studies in the economics of education notwithstanding, the dominant perception of education in many decision making circles was still in terms of 'consumption' rather than 'investment'.

(3) In many places we saw good educational institutions and programmes. Sometimes we came across outstanding work by unknown but dedicated teachers under the most difficult and trying conditions. Such experience filled our hearts with hope and optimism. It is significant that many of these outstanding programmes that we saw came from the private sector.

(4) Most of our witnesses in different places shared our knowledge and perception that there are hundreds and thousands of good teachers all over the country who continue to teach and discharge their professional obligations admirably, sometimes under the severest of limitations. Some of them come to the nation's notice only when they win a national or a State award for outstanding work; but there are many others who carry on their work selflessly and without much public attention or fanfare. Also widely shared was our understanding that a vast silent majority of our teachers who are not performing so well at present are only waiting for the working conditions and climate to change and become a little more favourable to perform at a much higher level of competence.

(5) First hand contacts revealed the economic hardships and deprivations experienced by teachers in spite of the raise in salary, received from time to time, as these had been more than neutralised by inflation. This has given rise to frustration and dissatisfaction among the teaching fraternity.

(6) Our enquiries often revealed utter disillusionment of the public with teacher performance. This was due to two factors, as pointed out to us.

(i) the pre-occupation of teachers with private tuitions and income-generating activities rather than with efficient classroom teaching, and

(ii) increasing politicisation of educational institutions and teachers' organisations, with teachers politicking and having no qualms in joining hands with the forces of disruption and indiscipline on the campuses.

"Where is the teachers 'accountability' and 'duty-mindedness'?" was the embarrassing question we were asked.

(7) The more we met and discussed we recognised pointers to the need for a new policy of 'decentralisation' in educational administration. While increasing state control over non-Government institutions through the grant-in-aid device had definitely seemed to give a sense of greater security to the teachers, paradoxically it had also vitiated the climate of aided institutions to such an extent that their teachers were no longer inclined to take their work seriously. As for Government institutions we had many occasions to wonder whether something could not be done urgently to rescue them from the stranglehold of bureaucratic control by giving them a greater autonomy and by making them answerable to a properly constituted managing committee.

(8) We saw unmistakable signs that a major flaw in our educational planning and practice in the past had been that the school, almost by design, was kept away from the community. One result of such a policy of developing education in 'isolation', as it were, had been that the vast human and material resources of the community, which every school could make

use of for its proper development, have remained untapped. On the other hand, the community has also deprived itself, unnecessarily we felt, of the many educational and education-related services which schools are otherwise in a position to provide. We are clear in our minds that any new education policy to suit the present and future needs of this country, particularly in the rural and backward regions, must be based on the principle of maximising community participation and involvement.

(9) On several occasions we came across unusual nostalgia on the part of some educators and institutions to cling to the past and to solve contemporary problems and issues by means of obsolete ideas and traditions. We saw this as a reminder that our goal of a brighter and better future will never be realised until we place science and technology at the centre of things. We were given to understand that science and environmental education was woefully inadequate at the elementary stage. In the secondary schools we were informed that science and mathematics teachers were in short supply. While science and technology, by themselves, may not be sufficient to meet all the cultural and educational needs of a modern society, they are absolutely necessary.

(10) And finally, wherever we went we found new expectations arising from the position of 'concurrency' that education now occupies. Listening to pleas for Central legislation in favour of a national system of education, was a frequent experience. Enthusiasm for concurrency was particularly strong among teachers and teachers' organisations. Whether the enthusiasm arose primarily from the view that concurrency represented a breach into the State governments' hold over education, or from a realisation that concurrency offered unlimited opportunities for closer collaboration, between the Centre and the States, it has not been easy to fathom. Our view has been that even if it is not entirely the latter, it is largely so.

While some of the issues highlighted above fall outside the scope of our terms of reference, some are very much part of the main concerns that guided our deliberations. Before moving on to these. we take this opportunity to thank sincerely the many State governments who gave us their unstinted cooperation. We also thank the respondents of our questionnaire whose interest and cooperation made it possible for us to study our terms of reference realistically against the background of their reactions.

We have pleasure in recording our appreciation of the help and support we received from the Directors and staff of the National Council of Educational Research and Training (New Delhi), and National Institute of Educational Planning and Administration (New Delhi), who not only made their physical and library facilities available to our drafting team but also arranged for the preparation, by their specialist faculty members of a number of statistical and other papers for our consideration. We also thank the Commissioner, Kendriya Vidyalaya Sangathan for placing the services of one of his Assistant Education Officers at the disposal of the Commission.

A Research Cell headed by Dr. S. B. Adaval functioned at Allahabad to assist the Commission in the analysis of the questionnaire responses and memoranda received by it, and commissioned a number of papers by specialists on different aspects of the Commission's mandate. We offer our thanks to the staff of the Research Cell for their work and support. We also take this opportunity to express our appreciation of the valuable contribution made by the authors of the papers commissioned by the Cell. (see Appendix IX).

At its meeting held on 29th November, 1984 the Commission appointed a drafting Committee consisting of Shri Veda Prakasha, Miss. Ahalya Chari, Fr. T. V. Kunnunkal and Commodore Sat Bir to supervise the preparation of the final report. We express our gratitude to the Committee for the hard work it had to put in to organise the report in its present shape.

Our thanks are also due to our Member-Secretary Shri Kireet Joshi who extended every help, administrative as well as professional, in the execution of our task. We are equally appreciative of the administrative, and secretarial support received from the officers and staff of the Commission's secretariat.

We record our deep sense of sorrow and anguish at the assasination of our beloved Prime Minister Indira Gandhi on 31st October, 1984. She had been gracious enough to meet the members of the two Commissions on 26th March, 1983, and to exchange with them her ideas on the education and personality development of the Indian child. We were looking forward to the opportunity of submitting our reports to her Government but that was not to be.

CHAPTER I

Approach and Methodology

Meetings

1.01 The Commission met at New Delhi and other places a total number of 23 tims. Each meeting normally lasted two to three days. In all 54 days were spent in discussion at these meetings. A special mention should be made of the meeting at Badkhal, Faridabad[1] from 9th September to 16th September, 1984, where a general outline of the Commission's Report and its main recommendations were finalised. The dates of the NCT-I meetings are available in Appendix-III.

Working Groups

1.02 The Commission was assisted in its work by Six Working Groups consisting both of its members and other educationists from outside. The groups were on :

I. Objectives of the Teaching Profession and the Role of Teachers.
II. Professional Excellence, Service Conditions, Security and Welfare of Teachers.
III. Status of Teachers.
IV. Training of Teachers.
V. Co-ordination.
VI. Universalization of Elementary Education.

The names of the members of the six groups are given in Appendix-I.

State Visits

1.03 The Commission and its members visited 21 State capitals and two districts. The particulars of the visits are given in Appendix-V. During these visits the members held discussions with leaders and senior officials of the State Governments, Members of Legislative Assemblies and Legislative Councils, teachers, and representatives of teachers' organisations, eminent educationists and other citizens. During each tour of duty the members were also able to visit selected institutions and programmes to make an on-the-spot assessment of the over-all educational situation in the State.

1. A Suburban town in the Haryana State, 25 kms. from Delhi.

Seminars

1.04 The Commission organised four seminars to give itself the benefit of exchanges with students, teachers, eminent educationists and others on its different terms of reference. The particulars of the Seminars are given in Appendix-IV.

Questionnaire

1.05 The main instrument used by the Commission to collect field data was a questionnaire containing a total of 105 questions distributed over its 12 terms of reference (See Appendix-VII). Most of the questions were of the open-ended category and were designed to solicit reflective responses on different issues. The questionnaire was distributed among others to State governments, teachers' organisations, interested voluntary organisations, primary and secondary school teachers, students, educational administrators, journalists, well-known educationists and Members of Parliament. In all nearly 20,000 copies of the questionnaire were distributed.

1.06 The original questionnaire was in English and Hindi. Some of the State governments and voluntary organisations took the initiative to print and distribute the same in regional languages before finalising their own views.

1.07 In all 2853 returns were received and analysed. The category-wise distribution of the returns is given in the table below.

TABLE 1

Showing number of returns received from different sources

S.No.	Category	Number of returns
1.	Primary School Teachers	202
2.	Secondary School Teachers	1,346
3.	Teacher Educators	661
4.	Students	24
5.	Teachers Organisations	43
6.	Educational Administrators	315
7.	Educationists & Prominent Citizens	261
8.	Parliamentarians	1
		2,853

1.08 The Statewise distribution of returns worked out as follows :

TABLE II

Showing number of returns from States

S.No.	State	Numbers
1.	Andhra Pradesh	137
2.	Assam	55
3.	Bihar	96
4.	Gujarat	287
5.	Haryana	76
6.	Himachal Pradesh	23
7.	Jammu & Kashmir	16
8.	Karnataka	92
9.	Kerala	169
10.	Madhya Pradesh	311
11.	Maharashtra	504
12.	Manipur	13
13.	Meghalaya	54
14.	Nagaland	2
15.	Orissa	111
16.	Punjab	83
17.	Rajasthan	159
18.	Sikkim	—
19.	Tamil Nadu	108
20.	Tripura	10
21.	Uttar Pradesh	416
22.	West Bengal	95
23.	Andaman and Nicobar	2
24.	Arunachal Pradesh	11
25.	Goa	4
26.	Delhi	34
27.	Chandigarh	73
28.	Mizoram	47
		2,988*

* 135 of these returns were received late or were incomplete and hence could not be included in the analysis. The number actually analysed was 2,853 (2988-135-2853).

The word 'State' in this Report covers Union Territories.

1.09 The Commission received a large number of memoranda from interested individuals and organisations from different parts of the country. Of these 88 were from teachers' organisations and were distributed as follows :

	Primary/ Elementary	Secondary/ Higher Secondary	Mixed	Total
All India	2	1	7	10
Zonal	—	5	7	12
State	7	27	32	66
Total	9	33	46	88

1.10 The 10 All India Teachers' Organisations' are : (i) All-India Federation of Elementary Teachers' Organisations, Patna; (ii) All-India Primary Teachers' Federation, Patna; (iii) All-India Secondary Teachers' Federation, Cuttack; (iv) National Coordination Committee of Indian Teachers' Organisation, Bhubaneswar; (v) All-India Science Teachers' Association, Delhi; (vi) Indian National Teachers' Congress (School Teachers, Delhi Wing), New Delhi; (vii) All-India Federation of Educational Association, Kanpur; (viii) All-India Teachers' and Educational Workers Congress, Calcutta; (ix) All-India Urdu Teachers' Association, Hyderabad; (x) Bhartiya Sikhan Mandal, Pune. The names of the Zonal and State Organisations are given in Appendix XII.

Layout of the Report

1.11 The first Term of Reference in the Government Resolution enjoined upon the Commission the responsibility to lay down "clear objectives for the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values in keeping with the country's heritage and ideals of democracy, secularism and social justice". We felt that the scope of this Term could be essentially and purposefully covered in a Chapter to be called "National Goals and the Role of the Teacher". This is Chapter II of our report.

1.12 Implicit in any disscussion of the role of a teacher in education are a number of assumptions regarding the structure of education as it ought to be. In order to make our assumptions clear, we found it necessary to address a short chapter to this matter. Chapter III entitled "Towards a New Design of Education" suggests a number of criteria for designing a national system of education with greater relevance and sensitivity to the socio-economic needs of our people. Many of our comments and observations in this Chapter also bear directly on Term 8.

1.13 A theme which is specifically mentioned in Term 1 and is very clearly implied in Term 9 is that of social justice. As an important component of social justice, one of our re-occupations in this report has been with the provision of universal elementary education (UEE) and the problems faced in recruiting a sufficiently large number of teachers to reach this goal. While no specific Term of Reference in Government Resolution refers to UEE, we felt that this programme is of such a crucial importance not only for education but for every other aspect of the nation's progress. that no serious attempt to delineate the future role of the teacher would be complete, if it did not at the same time spell out this responsibilities in this particular area. This is what Chapter IV "Social Justice : Universalisation of Elementary Education" of our Report seeks to do.

1.14 Terms 2, 4 and 12 concern the status of the teacher and ways and means of improving it so that the profession is able to attract and retain persons

of ability and character. Chapter V of our report carries the title "The Status, Working Conditions and Welfare of Teacher". The next chapter, Chapter VI, is addressed to the examination of different aspects of the supply and recruitment of elementary and secondary teachers.

1.15 Concerns about the training of teachers and their in-service education are reflected in terms 3, 5, 6, 7 and 9. While Chapter VII deals with the pre-service training of primary and secondary teachers, Chapter VIII is a presentation on the importance that we attach to in-service teacher education and the programmes we consider necessary for responding to the colossal need.

1.16 Term 10 expects the Commission to "identify the role of teachers' organisations in professional growth and professional consciousness". While Term 11 requires us to "look into the feasibility of evolving an acceptable and implementable code of conduct for teachers". As the two Terms are inter-related we thought it advisable to examine the basic issues in a single chapter called "Society's Expectations of the Teacher" which is Chapter IX of our Report.

1.17 Throughout our deliberations we have been keenly conscious of the need to present clearly at the end of our report the administrative and financial implications of our major recommendations. We do this in the hope that the elaboration of these implications will facilitate a proper consideration of our recommendation and help in decision making. The self-explanatory title of our last chapter, Chapter X, therefore, is "Translating Words into Actions: Implications for Implementation".

□ □ □

CHAPTER II

National Goals and the Role of the Teacher

Introduction

2.01 India seeks today a relevant education. Behind her lies her ancient but living culture, her tireless quest for knowledge in all fields of thought and human endeavour and the proud record of her industrial and technological achievements of the past four decades. Before her lie the vast and challenging unknown frontiers of the future. The explorations in science and technology would make available yet greater possibilities which would add new dimensions to the quality of life and living; but if misused, it holds the threat of destroying not merely the quality of life, but life itself. It is to this future that the children entering life are born. It brings to the nation a sober realisation of its immense responsibility to prepare her children for the demanding tasks of tomorrow.

2.02 Education has always been linked with society. It has both a personal and a social dimension, and like the two sides of the same coin, they are Inseparable. Accordingly, the goals and priorities of the nation must necessarily be reflected in the objectives of the teaching profession and of the teacher, since these are intrinsically and casually linked. For the same reason, as the priorities and thrusts of a nation undergo a certain amount of change from time to time, so must educational priorities and objectives, to enable education to retain its currency and relevance. Hence we have given the report the title: *The Teacher and Society.*

National Goals and Priorities

2.03 National goals must derive from and be consistent with the vision and ideals of our people as enshrined in our Constitution.

The preamble to the Constitution of India is:

"WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation."

2.04 The national goals must also be responsive to the major socio-economic challenges of our times. In that context, we have identified the following four national goals as having critical urgency for the well-being of our people. We also recognise education to be a powerful instrument for the attainment of these goals. The goals are:

(i) A United Secular India
(ii) A Modern Nation
(iii) A Productive People
(iv) A Humane and Caring Society

Education Today

2.05 To provide basic educational facilities and reach, as rapidly as possible, the goal or education for all was indeed a political imperative in a socialist democracy. We give below the main facts of the educational development in our country from 1950-51 to 1984-85.

2.06 Educational Development from 1950-51 to 1984-85

Item	Year				
	1950-51 (Actual)	1960-61 (Actual)	1970-71 (Actual)	1980-81 (Actual)	1984-85 (Actual)
A. INSTITUTIONS (Number)					
(i) Primary	2,09,671	3,30,399	4,08,378	4,85,538	5,50,000*
(ii) Middle	13,596	49,633	90,621	1,16,447	1,40,000*

Item	Year				
	1950-51 (Actual)	1960-61 (Actual)	1970-71 (Actual)	1980-81 (Actual)	1984-85 (Actual)
(iii) High/Higher Secondary	7,288	17,257	36,738	51,592	60,000*
(iv) Colleges					
(a) Art, Science and Commerce	548	1,161	2,587	3,393	3,500*
(b) Professional	147	381	1,017	1,382	1,500*
(c) Universities & Institutions deemed to be Universities	28	44	93	123	135
B. ENROLMENT BY STAGE					
(i) Primary (I-V Classes)	19,155	34,994	57,045	72,688	84,766
	(2·6)	(62·4)	(76·4)	(83·1)	(Targets)
(ii) Middle (I-VIII Classes)	3,120	6,705	13,315	19,846	27,383
	(12·7)	(22·5)	(34·2)	(40·0)	(51·9)
(iii) High/Higher Secondary/Intermediate	1,481	3,483	7,167	11,281	13,490*
(iv) University and above (Ist degree)	174	557	1,956	2,752	3,442*
C. EXPENDITURE (Rs. in crores)					
Total	114	344	1,118	3,746	6,000*
Plan	20	90	115	520	800*
Non-Plan	94	254	1,033	3,226	5,200

* Estimates

Sources :

(i) For school education and expenditure—Ministry of Education and Planning Commission.

(ii) For Higher Education, University Grants Commission Reports, Figures in parenthesis indicate gross Enrolment ratios.

2.07 The table given above speaks eloquently about the tremendous gains in the expansion of education since independence. As a result, basic facilities and resources, both human and material, have been provided for the education of over 130 million students—a monumental achievement in educational history. And yet, we must record, with dismay, that the beneficiaries of this vast system constitute but a small minority. The majority of the students, to mention one of the many failures of the system, drop out even before the rudiments of literacy have had an opportunity to take root in them. It is estimated that about 60% of the students enrolled drop out in the very first year. Small wonder, therefore, that in the "Approach to the Seventh Five Year Plan", we are told in unmistakable terms that :

> "The existing education system is widely felt, in its contents and processes, to be dysfunctional to the requirements of our country, and in need of radical changes. Mere expansion of existing structures, models, methodologies and institutions will not best serve the country's needs. Educational reforms and renovations, aimed at introducing and reinforcing new patterns and design of education that are flexible and varying, relevant and linked to widely diverse local culture and social environments, will have to be taken in hand. The emphasis should be on innovation, on low cost alternatives and social involvement, all aimed at linking education effectively to the needs of the people, to employment, and to development. The reforms should aim at continuous improvement of standards at all levels, and even more importantly at greater equity."

The education that is provided today has not proved relevant to meet the national goals listed above. We examine briefly the meaning and dimensions of these goals.

A United Secular India

2.08 The urgency for national unity can hardly be over-emphasised, since stresses and tensions have appeared in the body politic, threatening to dismember it. In many minds and hearts the question that arises is "will this country endure ?".

2.09 What divides Indians ? The multiplicity of developed languages has enriched our national culture. However, the political division of the country on a purely linguistic basis does not seem to have been an unmixed blessing as it has definitely given rise to centrifugal tendencies in our national life. Caste, though abolished by the Constitution, remains very much a part of everyday reality. This is so not merely in the rural areas, considered backward, but even in the most developed parts of the country. Nor has the influence of religion been entirely constructive. We have witnessed, in recent years, major upheavals that were sparked off by the violence of one religious

community on another. While no religion preaches violence, in practice it has not prevented its adherents from resorting to killing with impunity. The mixing of politics with religion has further compounded the situation. Besides there are vast social and economic disparities among the people. There is at one end the tremendous affluence enjoyed by a relatively small minority while abject poverty and deprivation continue to be the unmitigated lot of a sizeable majority. Even today countless millions of our very young children go to bed hungry ond without hope. What is more, acute mal-nutrition causes permanent brain damage to thousands keeping them sub-normal for the rest of their lives.

2.10 At this point of our history the most urgent need is to develop a national spirit and a national identity without which there can be no national unity. Indians today have become the smallest minority in their own country, while each linguistic, regional and religious group counts its own numbers separately. The one most important political task before the nation is to bring together these separate groups and hold them into single people. Just as a world without borders would be the aim of the international community of Man, so an Indian without emotional barriers between States, groups and religions should be our national goal.

2.11 We are convinced that unless the contemporary national and political preoccupations of our people shift from regional and communal loyalities and are re-directed to the sustained pursuit of the integrity and unity of India. it would be futile to expect the national education system to go it alone in accomplishing this nation-building task. The mood of the nation is one of the jubilant expectation. Education can become a major force for national integration if it is asked to support the political determination of our leaders to pursue single-mindedly this goal.

A Modern Nation

2.12 Several years ago, the Chairman of the Indian Oil Corporation made this significant remark: "Oil is found in the mind of man". What he meant was that unless man applies himself, has energies, his enterprise and his creativity to face a situation, explore the dimensions of a problem and make possible what appears impossible at first sight, many of the achievements and miracles of today would have remained visionary dreams. Essentially modernisation means giving primacy to reason, an openness and flexibility of mind and an ability to fashion life and environment and not surrender to unknown forces.

2.13 Thanks to science, we have today, in many areas, a firm understanding of the way nature works and have been able to do away with the myths and blind beliefs that held away earlier. This scientific temper and spirit must permeate the life of all our people. We have many bright spots of modernity in India. Witness the atomic reactors, designed and built by Indians, and the many outstanding achievements in agriculture, industry, communication, air and space travel etc., or witness the coming of the computer era affecting every walk of life.

2.14 Today's society and even more startlingly, tomorrow's will be driven on the wheels of knowledge. Science and its executive instrument, technology, have discovered vast area of new knowledge and applications literary revolutionising all aspects of human life. In the emerging society, the present unskilled or semi-skilled labour-intensive jobs will give way to jobs that demand scientific and technical skills of a high order. We will require men and women and can apply their knowledge and the competencies to concrete situations. New machines, new processes and more complex organisations and styles of management will demand the possession of appropriate and updated skills, approaches and attitudes. The modernising of India is possible only when these skills are developed and used effectively.

2.15 But we are also aware of large patches of what is medieval, feudal and primitive. Whether it is sowing or reaping, whether it pertains to the production of an item in a factory or the way the numerous activities and processes are organised in an office or a home, the choice has got to be made between staying traditional or going in for a better and more appropriate technology. That we have been lagging behind in the matter of modernisation is clear from the simple fact that, in spite of the great advances made over the last four decades, we are still not able to provide food, clothing, shelter, education and a minimum of recreation and leisure to most of our people. Our output, whether in agriculture, or in industry, while high compared to our past performances, is still low by international standards. In a world that is being revolutionised by the advances of communication technology modernisation becomes an imperative for our people whether to meet the demands of social justice and equity or to enable India, as a nation, to take its rightful place in the comity of Nations.

A Productive People

2.16 Most of us, if not all, have experienced the widespread dissatisfaction of our people with what is

happening in India and even more so with what is not happening but which ought to happen. We are aware of the lack of 'quality' in most of our products which results in a desire to possess things made abroad. As a people, we seem to have accepted an attitude that is well reflected in our languages, like *chalega* in Hindi or *ki pharak painda hai* in Punjabi or similar expressions in other languages, indicating our willingness to make do with mediocrity. We forget that great progress whenever it has occurred in a civilisation has been the outcome of sustained hard work and discipline, backed up by the right attitudes and mind-sets to be thorough, to maintain high standards and to shun mediocrity. It has called for willingness to stretch to the utmost one's powers of mind and body. Discipline is inner order of the highest quality. It is the capacity to apply one's mind and energies totally to the task at hand. It means consciousness of time, commitment to targets and deadlines and intolerance of shoddiness. We like to complain bitterly, especially if we are in positions of authority, about the growing indiscipline of the younger generation though, in not a few instances, the model that youth would like to respecting nation, we must develop a work ethic, and see is totally missing. If we wish to survive as a self-aim at *efficiency*, namely doing things right and *effectiveness*, namely doing the right things. India has made a mark in the world of talented manpower. We produce them in such numbers and quality that they have made distinctive contributions in other countries. But we find that within the country we have become a mediocre people.

A Human and Caring Society

2.17 The phenomenal developments in science and technology pose a critical challenge to man. Science has been the most significant achievement in the history of man. But science, not tempered by the spirit of humanism, has brutalised man; the rich and the powerful nations to bully the weak, to divide the earth, its resources and its bounty between a small minority of the haves and a vast majority of havenots. India mirrors the world scene. Even today basic human conditions of living, like food, clothing, shelter and education are teasing illusions for the majority of our people.

2.18 There is the deep and genuine *compassion* of our Constitution that is unique in its prescription to care for the disadvantaged sections of society and to restore to them equality of status and opportunity. Narrow considerations of self-interest prevent us from extending our concern to women and children, to the weak and the aged and to the stranger. This is in contrast with the established human and humane traditions of our culture.

2.19 India's view of fellowman was not restricted to kith and kin, tribes and neighbours alone but enclosed within its fold the whole family of man. In fact, today this interdependence not only between the peoples of our country but between the families of nations is recognised as essential for establishing international understanding leading to lasting peace. Recall the beautiful words of the Yajur Veda (XXXVI. 1.8), which sound so fresh and current today; "May all beings look on me with the eye of a friend : may I look on all beings with the eye of a friend".

2.20 Caring for people is necessary. However, caring for nature and environment is equally important. In India man had lived in harmony with nature in a sense of communion that is singular. But today pollution and the undiscerning destruction of the environment has upset many of the delicate balances between man and nature. While man threatens nature, the greater threat is posed by man to himself. Using the forces of science, man can destroy nature or grossly mutilate it but that will also be an act of suicide. Hence, the nation is committed to environmental protection and conservation so that once again the balances are preserved, the cycles remain unbroken and man re-establishes his kinship with nature. The Atharva Veda (XII. 1.1) expressed this poignantly : "Truth, External Order and Dedication : these uphold the earth. The home of cattle, horses, birds, may she give us lustre... whatever I dig from thee, may it be speedily regenerated ! O, Purifier, may we not injure thy heart. Earth, my mother, set me securely with bliss in full accord with Heaven".

The Role of the Teacher

2.21 For the proper fulfilment of the national goals mentioned above and for their proper fulfilment of which education must mediate, the teacher's role assumes great significance. Today the average teacher's perception of his role and responsibility is far too limited and is concerned with his own immediate tasks, namely the teaching of the 3 Rs. and later, covering the subject matter prescribed for the examinations. The teacher must actively and feelingly associate himself, as an essential and responsible partner, in the great tasks which face the nation. If the four national goals were to become the actual motive force and the ideals that every man, woman and child in our land would live by, the teacher must intervene in a big way. The formation of character, a character evolved in response to the national goals, would constitute his

primary task. He will indeed prepare students for examinations, and open to them the world of knowledge. But these will count for little unless he has helped them become persons of character. There is the personal aspect of character-building to develop qualities like honesty and integrity and there is the social aspect which defines national character. Such a character identification must not be based on cultural and religious traditions of any one group but must find acceptance by all sections of the people.

Fundamental Duties

2.22 Apart from the luminous words of the Preamble to the Constitution and the spirit and thrust of the Directive Principles, we also have the 42nd Amendment to the Constitution of 1976, which provides not only a good *frame of reference* but would find ready acceptance by all sections of the people. The listing of fundamental duties in the Constitution corrects a long-standing lopsidedness, which accented one's rights and privileges only and showed scant respect for the rights and privileges of others. To quote:

"It shall be the duty of every citizen of India

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; renouncing practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;

(h) to develop scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement".

Goal Orientation

2.23 One good starting point for building national character is to help students strive for standards of excellence and high levels of performance. We have in our country, tens of thousands of men and women who set high standards of excellence in their work and will not tolerate mediocrity. For instance, the unknown primary school teacher, insisting with her young wards, that the work be done well, that it be done neatly and on time, that they match their performance with their ability etc.,... or the skilled craftsman, insisting upon the perfection of every minute detail and turning out something of lasting joy... or our engineer who can make bridges, buildings and stadia that rate high in world rankings... or the doctor of exceptional competence and commitment. But the number of such men and women is relatively small. This is where the teacher must come in and set before his pupils difficult though realistic targets. Everyone obviously does not have the talent or interest to excel in the same area, be it a sport, a subject, drama, speech, dancing, music or any other. But every normal person has been endowed with what is necessary to make him a 'winner' in his own area of special strength and interest. The teacher must help him discover, develop and discipline his abilities and talents to become that winner.

2.24 Mere talking about values and attitudes is the most ineffective way of helping students to develop them. The teacher must provide suitable challenges to children and guide them through personal contact to strive continuously to raise performance to their highest level of ability.

The Teacher and Modernisation

2.25 An aspect of modernisation of particularly relevance to our national needs today is productivity. How can we produce more, produce better, improve designs and processes and update standards if attitudes continue to be traditional? This is where the teacher has a critical role to play to develop in the child proper modern attitudes.

2.26 Science today is compulsory at the secondary stage. But if science is taught merely as a body of information and facts to be passed on to the students for later retrieval during the examination, if the teaching and learning of science does not bring about a real change in the students' attitudes, then science teaching will remain largely a wasted effort. What is important in learning science is that the student must be able to question, to hypothesise, to search for evidence, insist on objectivity all the time in search for

solutions to simple and everyday problems. He must demand and insist on accuracy, exactness and order in his work. Science must enable the student to see reality differently, to perceive self, others and nature in a new light. Teaching science today, we feel, is largely teaching something *about* science and achieves little by way of modernising the child's thinking and approaches. The highest priority must belong, therefore, to the systematic orientation of science teachers so that they can help the students understand and appreciate science and the true value of the scientific method.

2.27 Today's classrooms, for the large part, exhibit stark medievalism. The absence of even the most essential physical facilities and even more, the absence of any kind of aids and equipment to facilitate teaching and promote learning makes the task of teaching science difficult and, in many instances, virtually impossible.

A Checklist on Modernisation

2.28 It would help if the teacher has a ready checklist, so as to assess his effectiveness in fostering modernisation in and out of classroom. To illustrate:

(a) Does he himself set the pace and climate for modernisation by following the scientific method, identifying a problem exactly, listing possible hypotheses, following a rigorous method of careful analysis, ordering of data and arriving at conclusions based on the evidence?

(b) Does he raise issues at times in an open-ended fashion rather than be always eager to provide answers?

(c) Does he encourage students to ask : 'Why?' or "Why not?" and help them to persevere till they have found answers that satisfy their minds than base conclusions merely on the authority of the book or of the teacher?

(d) Does he allow students to ask questions in class, politely but without fear, which may at times go counter to the views or statements made by the teacher?

(e) Has he helped the students to appreciate the enormous power of the mind of man, which has helped him to explore such vast frontiers of knowledge with a spirit of buoyancy and optimism ? Does he help them to realise in all humility that vaster frontiers remain yet unexplored?

(f) Have the students been helped to learn the art and science of systematic study and intellectual discipline, to acquire the habit of serious reading and to develop thinking skills, powers of discernment, discrimination and logic?

Teacher's Role in Building a Humane and Caring Society

2.29 If the teacher does not care, he cannot expect his students to care either. If he does not know what tenderness or kindness is, he has the impossible task of fostering compassion in others. In a brief report like this, we can only provide certain directions and clues to path-finding rather than provide complete answers. This would be the responsibility of teachers, teachers organisations and educational agencies. Caring, must begin in the classroom and in the school campus. The child should be taught to develop an effortless sense of equality with others, even though he sees differences of colour, caste, religion, abilities, etc. This will naturally result in considerateness and the desire for mutual help. If brighter children could help the weaker ones, would so many children fail ? Outside the classroom same considerateness can extend to the younger ones at school, to the handicapped, and to strangers? When such feelings and relationships are fostered individually and collectively, the school climate becomes humane and caring.

2.30 While taking up programmes of community service, children come into live contact with people, and when these experiences are backed up by group discussion and reflection, they gain insight into the inter-relatedness of man with man, and begin to see a close link with other members of the community, no matter by what name or label the other is identified.

2.31 Similarly the teacher must take a lead role in promoting kinship with environment. Good environment, whether human or physical, has a humanising element. Without having to incur any major expenditure, simple initiatives on the part of the teacher and the head will enable each school to present a much cleaner and more beautiful look as a place of learning. Trees and flowers could become a part of every school. A collective effort by teachers and pupils would transform our present drab classrooms into attractive places of which both the students and the teacher could legitimately feel proud and happy. It will also enable pupils to work together cooperatively and in a team spirit. Starting with developing an eye for beauty and order in their immediate environment, teachers can help pupils observe the environment outside the school, in their neighbourhood or beyond, the dirt and the squalor, poverty and

degradation, as well as the beauty and loveliness of nature and of man. Concern for environment grows with such observation.

The Status of the Teacher

2.32 There has been a feeling of grievance on the part of the teachers that they do not receive the status and respect from society that their profession and role demand. True. The fault, however, does not lie at the door of the community alone. Teachers, teacher attitudes and teacher performance have contributed to the sad status quo. Their new sense of commitment and effective linkage between their work and the attainment of national goals and purposes, will restore in full measure the reverence that traditionally was given to the teacher. Status, by reason of a title or position will become increasingly difficult to come by, we feel. Status, in other words, will have to be earned, by the teacher, as by any other professional worker. It may be recalled that the *Guru* never demanded reverence but the *Shisya*, his parents and the adult community gladly and gratefully proffered it to the teacher. So must the new teacher earn status through achievement. The closer the teacher is able to link himself and his vocation with the mission of the nation, the more relevant he will become and the more revered by students, parents and society. We underscore that the primary task of the teacher is concerned with man-making, namely the making of the Indian of tomorrow.

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CHAPTER III

Towards A New Design of Education

Great Expectations

3.01 There is today a clamour, across the nation, that the existing education system must be replaced by a better one. The repeated assurances that the Government is indeed in search of a more relevant and functional system, has raised expectations to a high level. This is what has prompted us to engage in a brief reflection on some of the dimensions of a new educational deal for our people. The existing system, where 60-65% of the students drop out during the elementary stage (6-13) and an additional 23-28% either drop out or are pushed out at the secondary stage (14-16) and where a large number of school leavers every year remain without work and what is even more tragic, in many cases, are really unemployable for any good productive work, obviously does not serve the educational needs of our people.

3.02 The present effort at evolving a new design and new policy directions should fully take stock of the *status quo* in education. In this search, we suggest that the following criteria be kept in mind as a frame of referenre :

(i) The national system should provide education, in actual terms, to the majority of the people if not for all, and not serve the interests of a minority only.

(ii) It should provide an education that is truly developmental enabling the student to discover, develop and discipline his abilities and powers for self development and productive work.

(iii) It should on the one hand, conform to nationally prescribed minimum standards applicable to all parts of the country and on the other, provide for regional and local variations. This will add to the relevance and meaningfulness of schooling.

(iv) It should have organised and planned linkages with business and industry so as to meet the job requirements of the world of work.

(v) The total system should function as an organic integrated whole, flexibility replacing the rigidities of today, so as to ensure mobility, not only vertical mobility within a sub-system, but also lateral mobility from one sub-system to another, for purposes of further education or training.

(vi) It should effectively contribute to national development, by improving continually the quality of life and standard of living.

Science, Technology, Values and the New Role of the Teacher

During the past two decades the country has witnessed an unprecedented growth in science and technology. Some of these developments have a direct bearing on the system of education. For example, India has been able to make and launch her own geo-stationary satellite and back it up with a large number of earth-stations, which has brought a large part of our land under television cover. It is possible now to install community television sets in every village and bring to the common man modern ideas of science, including ideas of preventive medicines, health care, nutrition, family planning and national integration. Similarly, rapid and truly innovative developments in micro-electronics have ushered in the computer age. It will be good to keep in mind that this new technology will eventually bring about bigger changes than did the printing technology.

Modern technology has two aspects: the hardware and the software. While the hardware will be developed in modern factories employing highly skilled manpower, the software will have to be generated at a large number of locations involving the users. Teachers at all levels will have to be involved in this process of generating software. This involvement would certainly change the concept of the role of a teacher who need no longer be confined to the class-room. The teacher-training institutes will have to

take note of these changes and train teachers to participate in the utilisation of these new technologies.

The involvement of teachers is important from several points of view. Firstly, past experience shows that it is not enough to install advanced technology. The society has to be prepared for absorbing and digesting it. If this climate is to be generated without delay, the users of new technologies must be involved in generating software. Secondly, we have often paid heavily for the mistake of renting or importing technology instead of generating it indigenously, the most glaring example being the tenancy armies of the East India Company. Lastly, and perhaps most importantly, new technologies lead to a regrouping of value judgements. If the task of nurturing the most desirable values and weeding out false or unwise attitudes is to be entrusted to the education system, the entire teaching community must be made aware of these aspects.

Science and technology have placed in the hands of man increasingly powerful tools to manipulate and alter his environment. There are wise and not so wise ways of doing it. If the consequences of utilising science and technology are to be realised by the common man, and if projects for development are not to degenerate into schemes for exploiting earth resources (often even the non-renewable ones), the most powerful system for shaping public opinions and values, namely, the teachers and the school will have to be harnessed urgently and effectively. This system must be made the fountain of sober thoughts. The urgency of doing this is now continuously brought home every day with increasing intensity.

The first step towards the effective utilisation of science and technology was taken by our late Prime Minister, Shrimati Indira Gandhi, when she enunciated that social justice must precede economic development. For the last fifteen years, our policies have been shaped by this doctrine. The advent of new technologies have given us a unique opportunity to create the necessary will among the people. It would, therefore, be fairly obvious that preparing the teacher to play this role effectively would be an important objective of education. Whatever be the development in science and technology, the most important resource of any country is, and will always be, its people, and it is the teachers who have to develop this resource.

A New Structure of Education

3.03 The existing 10+2+3 system, though suggested as far back as 1966 by the Kothari Commission really came into effect beginning in 1975. Even today, 10 years later, one or two States have yet to formally decide to introduce the national pattern. There is also the criticism that educational changes are introduced much too frequently, without adequate preparation and sometimes withdrawn as suddenly. Hence we are not in favour of any change in the structure that has now become almost nationally accepted. The basic reasons that prompted the introduction of the 10+2+3 system still hold true. They are:—

(a) a national uniform structure, which would allow mobility across the country and thus contribute to national integration;

(b) enabling the establishment of a national standard in education;

(c) providing for bifurcation of education into academic and professional on the one hand and work preparatory and vocational, on the other hand, especially at the plus two level; and

(d) lastly, enabling the country to attain a standard which would bear international comparison, by adding one more year to the school stage, namely the 12th year and correspondingly updating the first degree to an internationally acceptable standard.

3.04 While we are for retention of the existing structure of 10+2+3. We do feel the necessity of introducing functional flexibility into it. We suggest that there should be adequate provision of vocational courses in classes IX and X as well as at the plus two level for students who have aptitude for such courses and which they find suitable for employment. We also strongly advocate necessary articulation between vocational and general courses, so that mobility, for those who are capable, is not affected.

The New Curriculum

3.05 Before proceeding with the details of the scheme of studies, the different subjects to be included at the various stages etc. an essential first step is to define and elaborate the curricular objectives of education which at present suffer from lack of clarity. A clear articulation would make it possible to take the right decisions whether relating to the subjects and the way they are to be dealt with or the activities and experiences that are to be introduced, to reach those objectives. Evaluation must also be linked with these objectives. Once the curricular objectives have been stated with clarity and simplicity, not only would the teachers find this a great help to more effective teaching, the students too would find it easier to become real partners in the learning process.

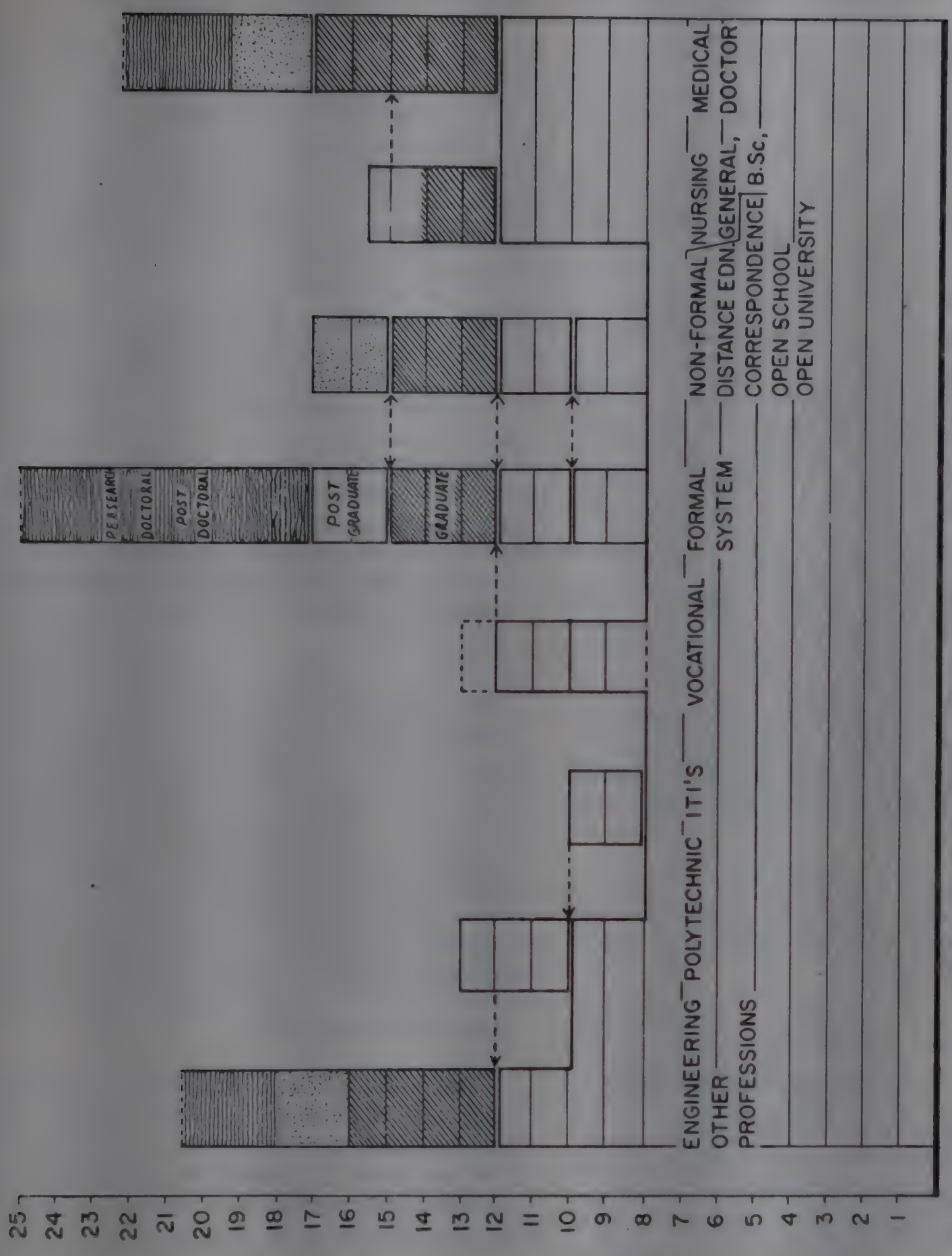

FIGURE I. AN ARTICULATED EDUCATION SYSTEM
Flexible and open to sub-systems

A National Core Curriculum

3.06 A Working Group set up by NCERT (1983) on the Curriculum Load and whose conclusions were presented before educationists at a National Seminar, saw the "urgent need to formulate a national common core curriculum, applicable to all the schools of the country", constituting about two-thirds of the total curriculum. To reduce information load, especially at the earlier stages, the Group recommended that there should not be more than two textbooks for Classes I and II. To acquire adequate competence in the mother tongue/regional language at the primary stage, the Group saw the need for atleast 33% of instructional time allotted to language learning. "Teaching of formal skills of reading and writing should not be attempted before the age of 5. But, informal, joyful pre-primary schooling may be introduced, particularly for the first generation learners". The Group further recommended that no formal home work should be assigned at the primary stage. Finally, regarding examinations/tests, it recommended that "there should be no public examination till Class VIII. Internal formative and summative evaluation should be carried out continuously with a view to diagnose the pupils weaknesses in learning. Subsequently, remedial teaching for those pupils who lag behind in some aspect of learning should be arranged. Time spent by teachers on remedical teaching should be considered as part of their regular work load".

3.07 In the National Conference of the Council of Boards of Secondary Education in India (COBSE) held in Goa[1] recently, there was unanimity in making two critical recommendations :

"The Conference, keenly aware of the urgent need to promote national mobility and integration as well as to establish and improve national standards, recommends that all Boards adopt a uniform Scheme of Studies at the secondary stage, specifying the subjects to be studied compulsorily and marks and weightages to be allotted to each subject. "The Conference unanimously accepts the necessity for a national core curriculum and recommends that all Boards without exception, adopt the Core Curriculum, when it is evolved. We also feel that it is essential that all the Boards accept and share the common and collective responsibility in this national task and help evolve such a curriculum in collaboration with NCERT. To ensure adequate scope and coverage to the national Core Curriculum it was agreed that this should form about 70 per cent of the total syllabus, which would then allow sufficient room for variation according to local, regional and State needs, availing of the remaining 30 per cent which may vary according to subject.[2] The concept of a curriculum, consisting of a common core and a variable part to suit local conditions and needs, is as valid, we feel, for vocational courses as well.

The Quality Test : Process of Education

3.08 Content is important in education and so the need to slough off what has become clearly out of date and which belongs to yesterday and its replacement by what would be more relevant today and tomorrow. Curricular objectives should be translated and concretised into measurable and specific learning outcomes, in terms of knowledge, understanding, skills, approaches and values. Then only will it be possible for the teacher to relate the teaching-learning process to its goals and to arrive at them. This is the basic accountability of the teacher, namely searching for and using the appropriate methodologies to ensure goal attainment. The single medium teacher, using the medium of talking only, should not be allowed to continue indefinitely. Apart from orienting the new teacher, the 95 per cent or so of the existing teachers should get in-service orientation. We shall say much more on this subject matter, which appears in a later chapter.

3.09 Education has degenerated into an almost exclusively informative activity, most of which is either already dated or which, in any case will soon become easily accessible to the student through various data storage and retrieval systems. Education is meant to be a formative process, developing minds, forming interests, values, attitudes and life instances as well as cultivating skills and techniques. This is possible only when the student assumes his rightful role of being the subject of his own education rather than its object and actively participates in the process of learning instead of passively listening or submitting to teacher talk all the time. Educational reform has to start at the very beginning, with pre-primary and primary education and move on to the other levels. Even in schools considered progressively, the very young children are forced to spend 90-95 per cent of their time within

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[1] The Council of Boards of Secondary Education in India is a registered society, bringing together under the one umbrella organisation all the Boards of Education in India. COBSE provides a forum for discussion and evolution of policy directions and innovations in education.

[2] To give teeth to the recommendation, the Conference adopted an implementation strategy, involving every Board in the country in the process of curriculum development and allotting specific areas of responsibility to the different Boards, divided into five Zones : Western, Southern, Central, Eastern and Northern, and specifying the time schedules for completion of the tasks, so as to have the new Core Curriculum available to the schools all over the country beginning from the 1986 academic session.

the four walls of a classroom. One might ask how much relevant education of the young child is possible, if he has no chance to speak, to ask, to observe, to count, to estimate, to measure, or to listen to other children? The learning that results by touching, by feeling or by first hand observation is incomparably superior to what is learned from a book. While all learning experiences cannot be first-hand, neither can we condemn the young to learn exclusively through vicarious experiences all the time.

3.10 At the middle stage, if children are taught study skills so as to become independent learners, helped to develop thinking skills and intellectual curiosity, encouraged to read, not merely the comics but also reading of a more serious kind, so as to develop a culture of the mind and the discipline of the intellect through logical thinking etc., we will have given them tools that they will prize throughout their lives after they have left school, whether they are in a farm or factory, at home or in a modern office or institution.

3.11 In this context, we must also stress the tremendous handicap that results from failure to master the language. Language serves as a medium of communication, whether spoken or written. Poor linguistic ability will result in a life-long handicap for the learner of remaining an ineffective communicator apart from making performance in other subjects poor as well. If the child cannot master the second and a third language well, mastery of at least one language, be it the mother tongue or the regional language is absolutely essential for the quality of education and as much for the quality of life.

Education and Employment

3.12 With the increasing formalisation of education, resulting in greater and greater rigidities of syllabi and methodology, formal education has often proved a force for alienation from life, from the community and from work. One of the persistent complaints against our school system is that it is of too general a character to be of any practical use for the student in his pursuit to earn a living. This, coupled with the alienation from the family's way of living and earning, whether farming, weaving, knitting carpentry, black-smithy, etc. makes education lose all credibility. Assuming that we are able to retain all or almost all children at the elementary stage, before they discontinue their education, and if, in addition to language, social science, science and arithmetic, the student is also equipped with definite motivation and elementary craftsmanship, he will not feel lost in the market of competition, will prove an asset to his family and will not become alienated from it. The urban background and perspective of the educational planners often prevent them from taking into consideration the realities of the rural situation. In the rural sector, the many existing crafts and fields of work would be the areas of involvement for the student, sophistication and higher order skills will become possible, once a certain amount of theoretical concept formation and use of science and relevant technology are provided to back up work skills.

Socially Useful Productive Work (SUPW)

3.13 Like the other school subjects and in fact, even more so, SUPW provides an opportunity to the students to explore their aptitudes and interests, to develop their skills, to relate meaningfully with life, its various practical demands and situations as well as to link education with the life of the community. Further, it provides much scope for cultivation of values such as social integration, dignity of work, self-reliance, co-operation, social awareness, productivity consciousness, etc. Correctly understood and implemented, SUPW becomes a powerful factor for true and total education. It does so by building bridges of interaction between itself and all other subjects and with other co-curricular activities. Linked to productivity consciousness, it effectively generates achievement motivation and establishes standards of excellence. Thus SUPW adds a *third dimension* to education, giving it greater context, meaning, depth and reality. SUPW can be looked upon as a subject, but more than a subject, it is an approach to education. The Patel Committee had rightly stressed that "SUPW must find a central place in the school curriculum".

Vocationalisation of Education

3.14 The millions of educated unemployed, most of them having passed the secondary or senior secondary stage and a sizeable number also having obtained a degree, provide the pointer to turn educational priority towards vocationalisation. The objective of vocationalisation is to provide adequate training, orientation and cultivation of attitudes in students so as to generate a sufficient number of middle level skilled manpower, for the organised as well as the unorganised sectors and, to the extent possible, also for self employment. Though 120 vocational courses are offered today at the Senior Secondary Stage, by the various Boards of Secondary Education, the actual number taking up such courses is pitifully low—as low as 1.2 per cent. The reasons for the unpopularity of the majority of courses offered and lack of demand are the difficulties faced by the students in getting

related employment opportunities or in getting recognition and credit for upward or lateral movement. Added to that and partly as a result of the low status given to vocational courses, there is a good deal of prejudice against such courses.

3.15 Though the professional courses have been given status, the products of the polytechnic and of the ITI's and more so, of the vocational courses are seen as incapable of upward or lateral movement. We are not envisaging any large percentage of those who go through the vocational courses or who have qualified as craftsmen or technicians to move upward. But several of them, we foresee, would want to move up vertically, say from a technician to a professional .....a nurse wanting to become a doctor, or a diploma holder from the polytechnic wanting to become an engineer. The system must ensure that such movement is not blocked.

An Articulated Education system

3.16 The rigid compartmentalisation of the education system must, therefore, give way to a more open and flexible system. Critics and diehards will immediately cry 'wolf' and raise the bogey of the collapse of standards. Once expected competencies are carefully and systematically identified and adhered to, for purposes of either admission to the course or for certification/graduation, we see no reason why one coming from another sub-system should be barred entry, if he is able to satisfy fully the requirements prescribed. This means that we move definitely towards a *credit system,* for easy movement within the total system. It means making the education system an *Open Learning System.* It means making the system an articulated one, in place of the disjointed one that prevails today. The figure will help to clarify the point we are making.

3.17 The Seventh Five Year Plan has made provision for support of Open Schools to be established. At the moment, there is only one Open School operating in the country, namely the one started by the Central Board of Secondory Education, New Delhi. In addition to the two Open Universities, a national Open University is being started, under the initiative of the UGC. There is, in other words, a clear indication of movement towards a more open, more flexible and hence a more relevant system, which must receive support at the highest level.

3.18 One implication of all this is that the existing bottlenecks and difficulties in passage from one part of the system to another be removed, that the required recognition and consequent status be given, and that suitable bridge courses be provided to make up partial deficiency when passing from one stage to another, all the while adhering strictly to standards, both within the system and between its sub-systems. Whether vocationalisation of education, which is clearly a priority, can be effected without simultaneous delinking of certain categories of jobs from degrees is a matter for the Government to consider and decide. National Testing Service, entrusted with developing and administering suitable competency-based and standardised tests, will be one of the instruments for maintaining standards. We have more to say about a national level agency for maintenance of standards in Chapter **X.**

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CHAPTER IV

Social Justice : Universalisation of Elementary Education

The Constitutional Imperative

4.01 The Constitution, while establishing a Democratic and Socialist Republic, laid down as one of its Directive Principles : "the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." The framers of our Constitution saw clearly that securing freedom and justice to all its citizens could only be achieved if it was laid on the firm foundation of equality of status and opportunity. Apart from the demands of social justice and equity, as we move into a world where technology and communication have the highest currency, a skill-based education that aims at development becomes an absolute necessity. We are still far from achieving the goal of UEE though 25 more years have gone beyond the deadline of 1960 set by the Constitution.

Past Achievements

4.02 Much progress has, however, been made since independence to date in the field of education. Since 1950, the first year of the Republic, we have recorded 136% increase in primary schools, while the growth of middle schools has been eight-fold. By 1978, 92.82% of the rural population had primary schooling facilities within the habitation or within reasonable walking distance. While the enrolment of boys rose by about 3.3 times, that for girls rose by 5.3 times. The total enrolment in class I-VIII rose four-fold. The quantum leap that we have been able to achieve in education has been given earlier on page 11. But in spite of this major achievement, there is a big shadow in the picture. Statistics of the last decade show that the country is able to retain only about 31.1 to 39.6% in Classes I-V.

The size of the Problem

4.03 The Sixth Five Year Plan was able to achieve its target as far as formal schooling was concerned, but the performance was not so bright on the non-formal side. As against an estimated population of 1482 lakh children in the age group 6—13, the estimated enrolment would be 999.22 lakhs only, leaving a backlog of 482.78 lakh unenrolled children by 1985. As against an estimated 1630 lakh children in the age group 6—13 by the end of 1990 and the estimated achievement of 999.22 lakhs by 1985, the position of the children to be brought under the schooling system will be as follows :

TABLE

(Estimates in lakhs)[1]

Stage	1985	1990	Children to be enrolled
Primary	725.39	1036.00	310.61
Middle	273.83	594.00	320.17
	999.22	1630.00	630.78
			631.00 Lakhs

[1] 1985 figures from the Planning Commission.

4.04 It is obvious that to achieve UEE, 631 lakhs children will have to be brought under the schooling system, about 311 lakhs to the primary and as many as 320 lakhs to the middle classes. The heavy backlog at the middle stage is due to the fact that whereas 95.2 per cent children were sought to be enrolled at the primary stage, the target for the middle stage or 11—13 age group was only 50.3 per cent. The magnitude of the jump that has to be made to achieve the target by 1990 may be estimated from the following table:

Year	Growth in enrolment
1980-81	28 lakhs
1981-82	43 lakhs
1982-83	41 lakhs
1983-84	47 lakhs (estimated)
1984-85	45 lakhs (estimated)
1985-90	126 lakhs (annually)

4.05 *Retention* is posing the most difficult problem to UEE. The drop-out rate, even today is as high as 60% in the very first year. As a result, we have the shocking fact that there are more students out of school, in the age group of 8—10 than in school. The main reason for this has been the poverty and deprivation of our people. Another equally serious obstacle has been the continuing social prejudice against the schooling of girls particularly in the rural areas. The Kothari Commission presented the following picture of dropouts in the years before and after independence.

Year	Drop-out percentage in classes V	VIII
1946-47	68.2	87.5
1950-51	72.7	87.01
1965-66	70.1	84.6

4.06 It is obvious that the rate of drop-outs in the years after independence has gone up further and the retention rate even for primary sections in the pre-independence period has not been achieved. The position has changed very little since then as is evident from the following table:

TABLE[1]

Drop-out Rate

Year	V		VIII	
	Total	Girls	Total	Girls
1967-68 . .	65.0	69.0	75.8	81.6
1968-69 . .	68.9	71.1	78.0	83.6
1969-70 . .	66.0	71.3	77.9	83.6
1970-71 . .	67.0	70.9	77.9	83.4
1971-72 . .	66.5	70.3	79.0	84.3
1972-73 . .	65.0	68.7	79.1	84.2
1973-74 . .	68.7	73.0	82.3	87.0
1974-75 . .	63.2	66.7	78.7	83.7
1975-76 . .	62.8	66.2	77.6	82.8
1976-77 . .	63.1	66.8	77.2	82.2
1977-78 . .	60.4	65.0	78.8	82.8
1978-79 . .	60.4	65.3	76.7	82.0

4.07 In twelve years, the figures for which have been presented above, the drop-out rate has decreased by less than a mere five per cent at the primary stage.

At the middle stage even this reduction has not occurred. A similar conclusion applies to girls as well. It should be mentioned that the retention rate or the drop-out rate presented in the tables above is on the basis of the percentage of pupils relevant in different classes in proportion to the enrolment in class I during the same year. However for a more correct idea of wastage, it is necessary to trace the enrolments in Classes V and VIII back to class I, four and seven years ago, respectively. By this calculation the drop-out or, for that matter, the wastage at the Primary and Middle stages comes to 63.1 per cent and 77.1% respectively.[2]

4.08 One more aspect of wastage deserves notice. In a study on the "Effective Cost of Primary Education in India"[3], Planning Commission has worked out the excess cost of education for every functionally literate person in the country. The excess cost for the whole of India comes to 85.7 per cent, of which 39.4 per cent is due to stagnation and 46.3 per cent to dropping out. A further break up of this excess cost, sexwise, is as follows:

TABLE

(The figures represent percentage)

	Boys	Girls	Total
Excess cost due to stagnation	38.2	42.0	39.4
Excess cost due to dropping out	42.6	53.8	46.3
		Total	85.7

4.09 The study reveals the huge wastage of monetary resources that the nation is incurring on elementary education. If the figures are any indication of the wastage that is taking place, we lose almost Rs. 86 out of every Rs. 100 that we are investing in this important sector of human resource development. This national loss is truly staggering, considering the limited total budget allocation for this vital sector.

4.10 If we were to consider the purely educational obstacles to UEE, a major hurdle has been the non-availability of qualified local teachers. There is no real shortage of qualified teachers as such. Except for a few States/Union Territories of the North-Eastern region, the percentage of trained teachers at the primary and middle levels for the country as a whole is 87.1% and 89.2% respectively. The trouble is that the existing supply, otherwise reasonably adequate for the country's requirements does not reach the isolated and rural areas. One has only to refer to the widespread phenomenon of teacher absenteeism to indicate how serious the problem is. It is no secret that in many rural schools, teachers are more often absent than present but still get regular salaries.

[1] A Handbook of Educational and Allied Statistics, Ministry of Education and Culture, Government of India, 1983, and Third All India Educational Survey NCERT, New Delhi, 1977.

[2] Report of the Subgroup on Universalisation of Education, 1984.

[3] By P. R .Gopinathan.

The target year—1990

4.11 We have to bring 631[1] lakhs of children to the school as mentioned earlier. Is the problem too enormous to handle ? Do we have the wherewithal to meet this challenge ? We feel that these are not the relevant questions. *The question is whether we really want to do it.* If the answer to that question is an unconditional, Yes, we will then find the ways and means to achieve the goal of UEE, as indeed we have shown in completing several practical projects in the past.

Strategies for Implementation of UEE

4.12 We are constrained to observe that our planning for elementary education can be faulted on many counts. Perhaps no single fault is as serious as its continuing pre-occupation with macro-planning to the virtual neglect of micro-planning. To break down aggregate targets into sub-targets, regionwise, districtwise, blockwise, or according to any other suitable scheme of operational areas, and to convert targets into feasible programmes and concrete projects, the active involvement of the local executives is essential. Unless we can effectively reverse the centralised top-to-bottom planning model and replace it by planning from the local and grass-roots level, there will be little prospect of our reaching the goal of UEE in the forseeable future. Let us elucidate the point a little.

4.13 Suppose we decide that the existing participation ratio of girls in the age group 6—10 is to be raised in a particular State from 50% to 70% during 1985—90. There are two possible ways of arriving at such a target. The planning authorities may, considering the general backwardness of girls' education in the State and after considering the progress of girls' education in the previous years, arrive at the judgment that would be a reasonable target to aim at. Here the basis of the target is a 'hunch', although it does presume some familiarity with the existing situation. Now whether this target will be actually achieved or not in the next five years, only time can tell. If past experience is a guide, in an area like girls' education, where a large number of factors—social, cultural and others besides educational intrude—the chances are that the target may not be reached.

4.14 Alternately one might proceed from the bottom, by making an actual survey in every village and habitation of the State to determine the number of girls of school-going age who are not attending school or who have dropped out prematurely, to have a clear idea of the reasons of their non-participation and to devise special measures to remove the obstacles in the way. Then a proper realistic increase in enrolment can be planned. The target for the district and the State as a whole would finally emerge from the aggregate of the targets for different villages and districts. This is the only scientific way to come to grips with the problem and to reach the State or national targets within a stipulated period of time.

4.15 The Development Block has already been considered as a convenient unit for decentralised planning and administration of development programmes and we would strongly urge that serious efforts be made to decentralise educational planning, particularly at the elementary stage, to the Block level and subsequenly to smaller areas of about 25000 to 30000 population by dividing the block into suitable sub-divisions based on agro-climatic conditions and communication facilities. With smaller operational areas, it would be possible to formulate concrete and workable programmes of UEE in accordance with the needs of the population in each sub-division.

4.16 A decentralized planning responsibility at the Block and its sub-divisional levels could be easily entrusted to the Block Education Officers who have already been appointed in some States by way of advance action for the VII Plan. Along with the responsibility for planning, the necessary financial and administrative powers need to be delegated to these officers.

4.17 We suggest below the elements of a new strategy considered essential for attaining the national goal of UEE.

(a) The basic instrument for the implementation of the programme should be the *school complex* or better still the *educational complex.* Each district in every State should be subdivided suitably into a number of school/educational complex. A complex should consist of all the primary schools in the area, which would be supported by all the middle schools of the area, both of which will have the support and supervision of the secondary and senior secondary schools, and all three assisted and aided by a college or institution of higher learning, if it exists, as well as by other institutions which can provide educational support to the complex. When forming a school/educational complex, care must be taken that it is neither too small, nor so big as to become unwieldly. Two relevant considerations will be the density of population, and the number of institutions in the area.

[1] For financial estimate under different assumptions see paras 10.55 to 10.61 of Chapter X.

(b) A suitable person should be appointed as *Head of the complex*. This person could be the existing head of an institution of higher learning or of a senior secondary school or a person specifically appointed for this purpose. Since we consider this head of the complex as the key person for the success of the project, personal competence and the degree of motivation and commitment to the project should be the only consideration in making this appointment. We plead that pressures and pulls should not be allowed to influence the selection.

(c) The head of the complex should have available to him continually the advice of a small committee consisting among others, of the heads of the institutions in the complex and a few local leaders of the area who are genuinely interested in this programme. The head of the complex should be the Chairman of this group.

(d) The first task of the head should be to initiate a detailed survey of the area to generate exact information regarding the educational reality in the area. This survey should collect data on children actually in school as against those on the school register, students who have dropped out and the stages at which they dropped out, as well as children who did not enter school. It should also be one of the main objectives of the survey to identify the nature of the socio-economic difficulties in the area which prevent these children from participating.

4.18 The survey should also compile a comprehensive list of all teachers as well as other anciliary staff and senior students in the age group 14—16 who could be associated with the programme and support it. This should be done school-wise initially and then collated to indicate the strength of the human resources available for the project in the complex.

4.19 Meetings should then be held with cross representatives of the entire complex to make available to them the results of the survey data. This is expected to stimulate serious discussion on how to find solutions to the problems that the survey has uncovered, how to determine and develop programmes needed to overcome the difficulties, how to mobilise additional resources, how to coordinate more effectively, how to mobilise the interest and support of the entire population of the complex in favour of the UEE programme, and so on. It is important that these meetings are not conducted in the traditional manner, where hierarchy pre-dominates, but as truly participatory so as to receive as much ground-level information and suggestions as possible. This is necessary for shared cooperative decision-making. Such a process will make decisions easy and relevant and ensure effective implementation, since people have had a chance to participate actively in the process of decision-making.

4.20 The purpose of the school complex is to create an intensive atmosphere of learning within and outside the schools in the complex. The responsibility of the teachers in the complex would be to ensure that the pupils who are enrolled in their schools continue to learn well, that more and more pupils enrol (especially in the primary schools) and that the expectations of learning entertained by the parents are satisfied and that children who, for some reason or the other, cannot attend full time school are given opportunities to learn during their spare time. This part-time, non-formal, education and full-time formal schooling need to be planned carefully at the micro-level in such a manner that there are close linkages between the two and that the outcome of both are comparable.

4.21 To return to the strategy the head of each educational institution in the complex would prepare an institutional plan, indicating, among other things the targets, the deadlines for achieving them and also identifying the persons being associated at each stage of the programme. Group action has its own inner dynamic. Serious goal setting in which a large group of people have participated is bound to generate a great deal of interest and enthusiasm so vital for the success of the programme.

4.22 While taking into consideration the resources available, a special effort must be made to recruit as many women teachers as possible. Women teachers will be able to take greater care of preparing the mothers at home as well as the girls on why they ought to attend school, stay in school and study better. It will be of tremendous advantage if the women teachers are from the locality of the school or complex, for in that case they will have the added advantage of commitment to promote a cause that serves the interests of children of their own village/area.

4.23 To arouse community motivation and sustain it in the UEE programme both folk and modern media should be used. Piquant and topical drama, mime, puppet shows, specially prepared songs and couplets, attractive both because of melody and

message, as well as posters, films, and soon also video cassettes would help achieve the objectives of community motivation and fuller community participation. Likewise the intelligent use of mass media of communication, radio and television would go a long way in reaching out to large members and supporting the role of the teacher. To be effective, these should have as much local flavour and relevance as possible, and should be prepared only by those who are fully acquainted with the local or regional situation and hence can communicate with them directly.

Monitoring

4.24 Each institution of the complex, participating in the programme, is to be expected to have complete records of each individual child of the school-going age to be covered by the programme. In maintaining these records and in collecting data for monitoring the progress of the programme, help could easily be taken of students in the age range 14—16, which will form a useful part of their training and of SUPW.

The role of the Teacher in UEE

4.25 We have a teacher force of *close to* 3.5 *millions*. For the most part these are trained. Hence they provide a readily available work force for the national task of educating all. The problem of UEE lies less with enrolment and much more with retention. This is where the teacher has a direct and active role to play. There are many factors, several of which lie outside the pale of the teacher and the school, in the conventional sense of the term, which result in drop-outs. But a motivated teacher can do much to retain a student. He may do this by establishing better relations between the student and himself, by establishing communication with parents and helping them see the value of educating their children, by providing remedial help and encouragement where needed, and above all by making his own teaching interesting, relevant and effective. For instance, the teaching of reading in class I is so defective, laying stress as it does, on memorisation of a page rather than on reading with understanding, which makes the child totally disinterested in reading. If teaching improves and becomes more interesting many students may be saved and retained.

4.26 While on the subject of reading, it is important to point out that in preparing instructional materials for the primary school child, particularly at the early stages, every care must be taken to use words which are close to the child's own linguistic background and environment. A research project conducted by the Homi Bhabha Centre for Science Education revealed that simplifying the language of exposition of science texts improves considerably the performance of students and led to a much better teacher-pupil interaction in the classroom. In another project to improve the scholastic achievement of scheduled caste students, it was found that use of difficult unfamiliar words, lack of visual imagery, and the inability of the teacher to convey clearly to the child the rules of the game prevented concept formation. It was found that once these difficulties are identified and removed, learning becomes smoother and faster.

4.27 The Teacher's involvement must obviously extend also to non-formal education to be provided for children who had dropped out early, in the primary stage, and who are still in the age group 6—13. This will also provide —necessary coordination and link-ups between formal and non-formal education.

4.28 The NCERT UNESCO-sponsored programme of Comprehensive Access to Primary Education (CAPE) provides a method and approach to make education, situational and contextual so that it relates better to the needs and realities of the students. Learning episodes are developed which provide the starting point for learning. The system as in vogue today encourages a highly passive learning by the child and an overactive role for the teacher. Any change can come about only when there is a proper re-orientation of the teacher. His attitude must change drastically till he learns to become a guide or felicitator of the child. If the national goal of UEE has to be met, the teachers have to be involved in a big and regular fashion. This may mean that the teachers would have to give an additional hour of work or more each day. For work done in excess of what is prescribed by the State Act or Regulation, the teachers should be suitably remunerated, the reward should be sufficient to provide an incentive to do a good job. Otherwise we will be wasting money without getting any reasonable return.

The First Essential Step

4.29 We have identified the school/educational complex[1] as an effective medium or instrument for implementing UEE. Although the school complex, in which a large number of institutions come together in mutual support, was proposed by the Kothari Commission two decades ago, most of the States with a few exceptions have not given this any serious attention. We see great advantage in an organised and nation-wide setting up of school complexes in the

1 See also para 6.60 and 6.71 of Chapter VI, 8.22 of Chapter VIII and 10.03 of Chapter X.

context of UEE. The reasons are the following:

(i) The complex effectively applies the principle of decentralised planning and involvement of persons at the grass roots level.

(ii) The resources of the community, human and material, would become more fully available.

(iii) The centrality of the role of the teacher in UEE is highlighted in the complex, that we have envisaged.

4.30 We are not proposing the complex as a magic formula to meet the challenge of UEE, but we do suggest it is a much better management model. The head of the complex, as pointed out earlier, is a key person. He has to be given the necessary administrative and financial powers as well as adequate transport facilities to function effectively and with dignity. The community thus grows together.

4.31 In order to operationalise this strategy, we suggest that an early meeting of the Central Advisory Board of Education (CABE) be convened.

Education and the Community

4.32 The target set for the nation of Education for all can be achieved only when the resources of the community and of the mass society are mobilised to the full extent. Every section of society must feel that he has a stake and a share in this national task. We have suggested how the teachers can and should be fully involved through the educational complex in UEE. But UEE being the concern of the whole community, financial resources of industrialists and agriculturalists etc. would be forthcoming, if they see that there is a direct link between them and the products of the education. In developing job-related courses in technical and vocational streams, industry and agriculture should therefore be linked, which would mean that pre-employment field training would also be provided by these agencies. Similarly, participation by voluntary organisations such as trade unions, kisan sabhas, etc. would also seem necessary. In other words the target of UEE can only be achieved through a MASS MOVEMENT and the creation of a national fervour for education among all sections of the people.

4.33 Mass media, especially the television, offers the concreteness and strength of visual communication. If even a part of the ingenuity that is evident in advertisements, whether through films, television or through magazines, and hoardings, is made use of in a sustained fashion, it should be possible to bring conviction and commitment, in the minds and hearts of the people to ensure that UEE becomes a reality, if not by 1990, at least before the turn of the century.

Supporting role of Pre-school Education

4.34 Considering that the vast majority of our children entering class I come from homes that are illiterate and very poor, the case for schooling and learning preparedness needs no special advocacy. It is also known that the first five or six years of a child's life form the most crucial period for his total development later in life. Hence, during this formative stage, the child in the pre-school, must find a homely and congenial atmosphere away from home. He must be helped to awaken his senses and open his mind to the world around him and learn to relate to nature, to people, and to the environment and be socially and emotionally integrated. We also recognise how important is the need to get children ready for formal schooling and how much imagination and flexibility are needed on the part of the teacher to achieve this.

4.35 Hence, while early childhood education is important enough in its own right, it assumes special significance in the context of the non-fulfilment of the national goal of UEE. One of the surest ways of retaining children in the primary classes is to help them look at school as a place of joyous learning and play. When the introduction to formal schooling is a happy experience for the child, the chances of retention are greater. Basic orientation to health hygiene and nutrition, aural-oral initiation to language learning and socialisation make pre-school meaningful and for first generation learners a necessary first step. The work done by the Integrated Child Development Scheme (ICDS) in urban slums, under-privileged rural and tribal areas by Anganwadi and Balwadi workers is commendable and needs to be expanded further.

4.36 We find that the need for pre-school education has also been recognised by the urban educated classes as seen by the proliferation of nurseries and kindergartens but we are disturbed by what goes in the name of 'education' at these pre-school centres. There is urgent need for the orientation of teachers and parents to the purpose and scope of pre-school education and this should be taken up earnestly by the NCERT and SCERTs in the States and also by other agencies like the Bal Bhawans. It is time also that the status and salaries of this category of staff are given some attention.

Suggestions

4.37 We make the following specific suggestions:

(a) Two broad categories of workers be recognised, termed as professionals and paraprofessionals respectively.

(b) The emoluments, including pay, benefits, service conditions, and opportunities for advancement of professionals be on par with that of primary teachers in each state.

(c) An exercise be conducted in collaboration with Departments of Social Welfare and concerned authorities to determine the same for para-professionals.

(d) The education, training and professional improvement of all categories of personnel concerned with the young child be studied and a comprehensive plan prepared.

(e) Professional associations like the Indian Association for Pre-school education be associated with such studies and be given all help and encouragement.

Special Education as an imperative of Social Justice

4.38 An area that calls for special attention from the point of social justice and equity is that of the education of the disabled. India has about 800-1,000 special schools imparting primary and secondary education to the visually and hearing handicapped children. The average intake is about 400-500 for the deaf and 40-50 for the blind. There would be, it is estimated, about 8,000-10,000 teachers in these institutions with a pupil-teacher ratio in the range of 1:8/10. Currently not more than 5% of the blind and deaf children and, perhaps, 0.5% of mentally retarded are estimated to attend school.

4.39 In addition, the Government of India operates a centrally sponsored scheme of integrated education where the handicapped children are admitted to general schools so that they may grow together in the same atmosphere.

4.40 One difficulty in the planning of special education is that no comprehensive survey of the magnitude of the problem of handicapped children exists, in the absence of which it is not possible to work out a national plan for the education and rehabilitation of the handicapped. This must be remedied by a big initiative from the Central Ministry. Justice demands that the problems of handicapped children receive a favoured treatment from the nation.

Training of Teachers for the Handicapped

4.41 The present provision is inadequate both in terms of numbers required and the quality of training. There are only 4 centres one each in Delhi, Bombay, Madras, Calcutta for the blind with an annual intake of 50. There are half a dozen centres for the training of deaf teachers with a capacity not exceeding 100, and 4 centres for teachers of the mentally retarded again with a total capacity not exceeding 100. These centres offer a one-year diploma course. In addition, the S.N.D.T. University and Jamia Milia have initiated B.Ed. and Post-Graduate courses respectively in the field of special education.

4.42 We strongly recommend that the following steps be taken:

1. All education programme for the handicapped and the disabled form an integral part of the educational system and be dealt with by the Department of Education. Education of disabled children should no longer be treated as a welfare measure.
2. As a corollary, grants to special schools should be given on the same basis as to regular schools with adequate provision to meet special needs of disabled children.
3. Special educators should be given the same scales as prescribed for oridinary teachers in primary and secondary schools. A special pay or advance increments should be allowed for specialised qualifications.
4. Other benefits allowed to ordinary teachers in Government or aided schools should be extended to special educators.
5. Teachers of special education should form part of the States cadre of teachers.
6. More Universities should be persuaded to initiate degree and diploma courses for special education. Courses in special education should also be started at the Master's degree level.
7. Central and State governments as well as Universities should initiate refresher courses for the in-service orientation of teachers of special education.
8. Curriculum development for teacher preparation in special education should be kept constantly under review.
9. Growing use should be made in special education, wherever necessary, of modern educational technology.

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CHAPTER V

The Status, Working Conditions and Welfare of the Teacher

The Problem

5.01 The status of the teacher is one of the basic issues underlying all the 12 terms of reference remitted to us and has influenced our deliberations throughout. The basic problem from the nation's point of view is that unless this status is reasonably high, the teaching profession in this country will not be able to attract and retain persons of ability. After listening to various representatives during our visits, we are convinced that the main difference between the good schools of this country and the bad ones, is essentially the difference in the quality of their teachers. If we could find some method to attract persons of ability and of character to the profession, prevent the recruitment of the unsuitable, and purge the profession of the incompetent, the standards of education in this country would improve very rapidly.

5.02 That our school teachers do not enjoy a high social status is no secret; every Commission before and after independence has bemoaned the fact. University Education Commission regretted that school teaching was a much 'denigrated profession' while Mudaliar and his team expressed their dissatisfaction in no uncertain terms that the social status given to the school teacher in the country was unsatisfactory, as also his salary and other conditions of service. In our own survey nearly 82 per cent of primary schools who responded to the question regretted that the teacher in our society today does not receive adequate respect and recognition. An equally high proportion of secondary teachers (82.3%) felt likewise. The response of teachers' organisations was understandably even more pessimistic : 93.7 per cent finding the present position of teachers entirely unsatisfactory and unacceptable.

5.03 Because of low teacher status a growing number of teachers and parents are turning away from the idea of accepting teaching as an attractive career for their wards. Several recent studies have produced objective data to this effect. In a recent study designed, among other things, to sample the opinion of 700 secondary school teachers, 700 students and 700 parents/guardians on this matter, it was found that only 9.9 per cent of the teachers had joined the profession freely while for the others it was forced on them by unfavourable economic circumstances. Further, 65.1 per cent of the teachers and 56.5 per cent of parents did not want their wards to become teachers. The situation is truly alarming as "Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective".[1]

5.04 If talented young men and women are not willing to join the teaching profession, and if those in it feel what role can education possibly play in national development? The question carries its own answer.

Some Misconceptions

5.05 We might as well begin by clearing a few misconceptions about the past and present status of the teacher in our country.

5.06 The first misconception to be cleared is that the erosion of school teachers' status is a post-independence phenomenon. As early as 1854, the Woods despatch had expressed the hope that the "profession of schoolmaster may, in the future, afford inducements to the natives of India such as are held out in the other branches of the public service". But the situation did not change. Even 70 years later Phillip Hartog and his Committee members had to note with sorrow that "in no province is the pay of the teacher sufficient to give him the status which his work demands". A little earlier, in 1912, H. R. James of the Indian Education Service had occasion to call attention to the plight of the primary school teachers and to plead that "if there is one point clearly

[1] Kothari Education Commission (1964-66).

brought out by the last quinquennial review, by the Resolution of 1904, by provincial reports on public instruction since 1907, especially those for Bengal, it is the inadequate payment of primary school teachers, and the imperative necessity of making the teachers' livelihood better and better assured, if there is to be any advance of popular education worth the name".

5.07 Another misconception centres around the 'Guru' of ancient days. It is true that the Guru enjoyed a very high status socially and was a person of learning and simple habits. It is also true that his economic motivations were not very pronounced. This has sometimes been misunderstood to mean that he did not have any economic interests and that a good teacher even today must not entail himself too much in the economic aspect of his profession. Those who know the history of education in ancient India well will confirm that the Indian Guru was not always averse to asking a new pupil "Have you brought gold or will you pay for instruction by service?" Full of practical wisdom for our times are these words of Radhakrishnan Commission "In this age of money, economy and private motives, it is vain to expect that teachers alone would rise above the spirit of the times".

5.08 The third point we must mention here is that the situation in which a school teacher works today is very different indeed from the situation obtaining say 50 or a 100 years ago. At a time when the primary school teacher was the only literate person in the village, and when the main function of teachers working in a handful of secondary schools in the country was to prepare its future elite, their prestige was high, much higher than what it is today. Now we have to reckon with the fact, however, that in a modern society, there are numerous careers resulting from technological, economic and social developments which inevitably enjoy a higher status because of their smaller numbers and more specialised training. This is a historical development which cannot be changed or reversed.

5.09 And finally, the misconception that teacher status is something that can be simply arranged by giving him a good salary, good promotional opportunities and good conditions of work. No one, we are happy to record, has been more emphatic than some of the teachers and representatives of teachers' organisations whom we had the privilege to meet, that this is not so, and that in the ultimate analysis teacher status is something that can only be earned and won by teachers through competence, hard and disciplined work, personal example and unwavering commitment.

1 Status of eachers in India—prepared by E. W. Franklin, WCOTP, 16A/10 Western Extension Area, New Delhi. 1967.

Meaning of Status

5.10 Teachers' status is a complex sociological concept and can mean different things in different cultural contexts. In some countries, a teacher's status is determined by the teacher's freedom from religion and political restrictions; in some others he derives his status from the "control of professional standards". In many countries it is the good salary and salary scale which confer status. Some of the other factors that will influence the status of the teacher are: the sex of the teacher, the social class of the pupils, the social origin of the teacher, the age of the pupils, the subjects taught and the qualifications of the teachers.

5.11 A good practical definition of teacher status is the one agreed upon at the 1966 Inter-Governmental conference of UNESCO to which India is a signatory. The Conference defined the term teacher status as "meaning both the standing and regard the society accorded them as evidenced by the level of appreciation of the importance of their function and competence is performing it, as well as working conditions, remuneration and other material benefits accorded them relative to other professional groups".

5.12 Of particular relevance to the present enquiry are the 5 determinants of teacher status as identified by the WCOTP study[1] on the "Status of Teachers in India".

1. The academic and professional requirements for entry into the profession;
2. The financial and other economic benefits;
3. The professional responsibilities assumed;
4. The freedom of teachers to take part in public affairs; and
5. The degree of public recognition.

5.13 It was suggested to us that the real reason why teachers' organisations in this country insistent by demand higher status is not so much that they are hankering after high status as that, because of their low salaries, the teachers have to work in poor conditions and often find themselves at the mercy of petty administrative officials and local politicians. In other words, the school teachers' desire for a higher status is simply a desire for a salary and working conditions that can save him from humiliation and indignities suffered so often.

5.14 There is enough research evidence to suggest that of the many considerations that influence the career choices of the intending teachers, salary levels are the most important. The level of the starting salary in relation to the starting salaries in other

careers is particularly crucial in determining the quality of recruitment to the teaching profession. Kothari Commission was prefectly right in treating the welfare measures for teachers as "transitional measures" and did not think the "emphasis on such marginal benefits" was the right approach. "The best course would be to pay teachers adequately so that no special benefits of this type need be offered".

5.15 The teachers' dissatisfaction with their salaries is well known. The Central and State Governments have been anxious to do something in the matter right from the inauguration of the Fifth Five Year Plan. The Union Ministry of Education, for instance, had offered at that time to contribute 50 per cent of the extra expenditure incurred by States in raising the salaries of primary school teachers. By the end of the Second and Third Plans, the pay scales of teachers had improved considerably in different States: but this brought no lasting benefit to the teachers because the gains were quickly neutralised by the rising prices.

Primary Teachers

5.16 Particularly bad in this regard has been the situation of the primary school teacher. The Commission's attention was drawn to the cruel fact that sometimes a primary teacher in India was given 1/12 or even 1/16 of the starting salary of a university teacher. It seems that the "Parity Principle" to which so much lip service is paid otherwise has still to be implemented in several parts of the country.

5.17 Two socio-economic surveys of the status of the primary teacher in Gujarat and Mysore, among several others that have been carried out, from time to time in different parts of the country, spotlight the plight of the primary teacher. In a study[1] of the problem in Gujarat, where the sample of teachers came from the Surat district, "Nearly ninety per cent of primary school teachers come from low socio-economic status. About three-fourths of teachers are reported to have an annual income of two to three thousand rupees while 23 per cent of them have less than two thousand rupees. 68 per cent of them have to be engaged in subsidiary occupation to supplement their income".

5.18 The Mysore Study[2] came up with similar findings:

(i) economic achievement is poor and unchanged over a number of years,

(ii) teachers in large number, come from families of low income group; their status was low and they belonged to their parents' class of society,

(iii) their restricted friendship with teachers in general and non-participation in the local bodies or community organisations made their recognition vague in the public".

Parity and other principles of pay fixation

5.19 Inspite of the measures taken by the Central and State Governments to make salary scales of teachers from one part of the country to another as comparable as possible, the situation is still full of glaring disparities. Let us take the Matriculate Trained Teacher (MTT), for instance, who constitutes nearly 87.1 per cent of the total number of school teachers in India. The starting salary (inclusive of allowances) for an MTT varies from Rs. 537 (Tamil Nadu) to Rs. 892 (Uttar Pradesh). The maximum of the salary scale varies from Rs. 775 (Assam) to Rs. 1507 (Punjab). While in Haryana an MTT takes 15 years to reach his maximum grade, in West Bengal, he needs 27 years to do so. The statistics speak for themselves.

5.20 However, despite the difficulties of interpreting and applying concretely concepts of 'adequacy', 'parity' and 'comparability' in a given situation, there is a considérable measure of agreement about the broad principles that ought to guide the fixation of teachers' salaries. As suggested by the UNESCO, 1966 Intergovernmental Conference, teachers salaries should:

(a) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service;

(b) compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications;

(c) provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities thus enhancing their professional qualifications;

(d) take account of the fact that certain posts require high qualifications and experience and carry greater responsibilities.

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1 Primary School Teachers—a study, Y. D. Jadeja. The Centre for Regional Development Studies, Surat, 1969, pp. 7, as summarised in 'Research on Teachers in India—A Survey, (1966-1983) by N K. Jangira, L. C. Singh and Neerja Shukla, prepared for the National Commission on Teachers-I.

2 A Sociological Study of primary school teachers in Mysore City—Department of Post-Graduate Studies Research in Sociology, Mysore, 1971—K. N. Venkataryappa & L. Mukta, (Mysore University financed), as summarised in "Research on Teachers in India—A Survey (1966—1983) *Ibid.*

5.21 It has to be recognised that there is no one way of applying these principles. In view of the overall financial position of the country, the enormous differences in the resources available to different States, the large range of variations in the cost of living index from one part of the country to another and the other constraints of the situation, pay scales for teachers have differed from state to state. And yet, there is general agreement about the desirability of there being essentially one uniform pattern of pay scales, with such variations of course as are necessitated by differences in local conditions.

Uniform Pay-scales

5.22 In fact, the demand for uniform pay scales of teachers has been steadily gaining strength. In the Commission's own survey 92.2 per cent of teachers' organisations expressed themselves in favour of a common salary scale for elementary and secondary school teachers. While the proportions of primary and secondary teachers supporting this option were not as high, they were substantial : 52.1 per cent of the primary and 63.4 per cent of the secondary opting for a uniform pay-scale. In 1962, the Committee on Emotional Integration had emphasised that "it is of the utmost importance for the Central Government, as an earnest of its desire to help the State governments in improving the emoluments of teachers, to insist on a national scale. We are convinced that nothing short of this step will ensure the recruitment of suitable teachers for the country's schools". The All India Federation of Educational Associations has also been pursuing a similar goal. Recognising the difficulties created by disparate scales of pay for teachers when they perform identical functions, and considering also the great differences in the economic and financial conditions of the States, the Federation has been stressing "the immediate need for the establishment of minimum national scales of pay".

5.23 The Commission feels that a stage has been reached in the development of education in this country, when a bold decision must be taken in favour of replacing the present jungle of salary scales for teachers and educational administrators by composite running scales (See Appendix XIII (xvi). As a first step towards a composite national pay scale for all categories of teachers and educational administrators, the Central and the State governments should explore seriously the possibility of replacing the plethora of salary scale in each State by a single running pay scale. If this became national policy it would serve two important purposes:

(a) It would be a good answer to the problem of teacher stagnation which is the lot of such a large proportion of our primary and secondary teachers; and

(b) It would go a long way in strengthening the solidarity of teachers all over the country as members of a common Teaching Profession.

5.24 We recommend that as a matter of national policy, the existing pay-scales for teachers and educational administrators in a State should be replaced by a single running scale as early as possible. Such a step will go a long way in giving to the school teachers a status which is now lacking and without which he is not in a position to perform his functions effectively. We further recommend that where the implementation of this recommendation by a State government entails financial implications which it is unable to meet from its own resources, the Central Government should come forward to make good the deficit for the first five years of the reform.

5.25 As an illustration of the kind of running scale, we have in mind we would suggest a scale beginning with Rs. 500 as the starting salary of a primary teacher and ending with Rs. 3950 as the maximum of the grade for the State Director of Education. A diagramatic representation of the illustrative model is given below.

5.26 In further explanation of our recommendation we invite attention to the following features of the illustrative model:

(i) It is a composite scale for all categories of teachers, school inspectors, educational administrators and other education officers. It is designed to promote a sense of belonging to a common profession—the Teaching Profession—and is expected to promote esprit-de corpe among its members.

(ii) The pay scale excludes all allowances such as Dearness Allowance, House Rent Allowance, City Compensatory Allowance etc. as these vary a great deal from place to place and need frequent adjustment.

(iii) The Scale is a *running* scale which means that while the starting salary will vary from post to post, the scheme of increments to be earned by a member belongs to a common scale. The main advantage of such a scale will be that regardless of whether a teacher gets any promotion or not in his career, he will continue to earn his increments uninterruptedly. The scale can thus serve as an effective safeguard against the all too common stagnation of primary and secondary teachers once they reach the maximum of their grades.

(iv) The suggested starting salaries of Rs. 500, Rs. 700 and Rs. 1000 for the primary school teacher, trained graduate teacher and post-graduate teacher take into consideration the prevailing starting salaries for these categories in different parts of the country, and will enable them to live in reasonable comfort and at a standard commensurate with their professional responsibilities. With regard to the salary of a post-graduate teacher we would like to stress that in view of the similarity of his basic educational qualification to that of a college lecturer—an M.A. or M.Sc.—and the further consideration that he has spent an additional year to acquire a teaching degree it should compare favourably with that of a lecturer.

(v) The scale provides for an Efficiency Bar after 5 years from an entry point, and after 10 years thereafter. The Bar has been provided to link salary increases to performance at appropriate points. While suggesting the Efficiency Bar we have been much conscious of the demand of teachers for automatic increments and promotions. We are unable to accept such a demand as it would not be in the best interest of children and their education, nor indeed, in the long term interests of the teachers themselves. We must point out that the whole idea behind a promotion and an increment is that these must be earned, and that time served is not necessarily a measure of growth or performance at a higher level. We are aware that the ease with which Efficiency Bars are allowed to be crossed by teachers and other government servants these days makes the operation farcial. In our opinion, this must cease.

We recommend that every point where an Efficiency Bar occurs should be seen by the head of the institution as an occasion to review the performance of the concerned teacher in the preceding years. In order that such an assessment is made objectively, we further recommend that whenever necessary, the head of another institution or an Inspector with a reputation for honesty, and impartiality may be associated with such a review.

(vi) The scale envisages three forms of recruitment:

(a) Direct recruitment;

(b) Promotion; and

(c) Partly direct recruitment and partly by promotion.

The scale suggest that while appointment to posts towards the lower end should as much as possible be by direct recruitment, appointment to posts towards the upper end should as far as possible be by promotion. In between, the two methods could be combined to suit needs of the situation and in consistency with the service interest of the next officers in line.

(vii) Some posts are shown as inter-changeable, the post of head of a secondary school and that of a Deputy Inspector of Schools, for instance.

5.27 The basic pay for some of the posts as shown in the diagram at different stages of the scales will work out as follows:

	Rs.
1. Primary School Teacher	
(a) At the start	500
(b) After 5 years	600
(c) After 10 years	700
(d) After 20 years	1000
(e) After 30 years	1400
(f) After 35 years	1600
2. Trained Graduate Teacher/Head of Primary School	
(a) At the start	700
(b) After 5 years	850
(c) After 10 years	1000
(d) After 20 years	1400
(e) After 30 years	1850
(f) After 35 years	2100
3. Post Graduate Teacher/Head of Middle School/Deputy Inspector of Schools.	
(a) At the start	1000
(b) After 5 years	1200
(c) After 10 years	1400
(d) After 20 years	1850
(e) After 30 years	2350
(f) After 35 years	2600
4. Head of Secondary School/ Vice Principal	1850
(a) At the start	1200
(b) After 5 years	1400
(c) After 10 years	1600
(d) After 20 years	2100
(e) After 25 years	2350
(f) After 30 years	2600
5. Principal (Senior Secondary)	
(a) At the start	1600
(b) After 5 years	1850
(c) After 10 years	2100
(d) After 15 years	2300
(e) After 20 years	2600
(f) After 25 years	2900

5.28 The exact benefit to a teacher in a State of the proposed National Policy replacing a multiplicity of pay scale by a single running scale, will depend principally on his present salary and scale, the new

running scale, and his length of service. In view of this it is not possible to make any global estimates of the benefits to be derived by the primary and secondary teachers under the new dispensation; or of the overall financial implications for the State Governments of this policy. This is an exercise which each administration will have to undertake separately. However, we would like to share our understanding and wish that as a result of the new pay fixation approach we are suggesting, we would like to see the secondary teachers of the country to have on an average a benefit of not less than Rs. 100 per month. Our expectation about the benefit of the primary teacher is that it should not be less than Rs. 150 per month.

Posts of Vice-Principal and Senior Teacher

5.29 In order to retain experienced teachers in the profession and to enable capable teachers to reach the top, it is necessary to increase considerably the number of senior position in primary and secondary schools. We suggest that all big schools, particularly secondary schools, when they attain a strength, say, of 1500 students, should have at least two posts of Vice-Principals or First Teachers, broadly with the following functions:

(i) administration, education innovations and extension activities (including extension lectures, community service activities, etc.).

(ii) cultural activities and programmes; physical education, scouting, NCC and students' welfare.

5.30 With a substantial increase in the number of senior positions of teacher, we would like to see the distributions patterns of the existing staff strengths of school to move in the direction of a pyramidal distribution with substantial staff enlargement at the top levels. A school with 1500 students may, for instance, have 60 teachers to be distributed as follows:

Principal . . .	1
Vice-Principal. . .	2
Senior Teachers . .	17 and
Teachers . . .	40

5.31 In a school with 500 students we expect broadly the following distribution:

Principal . . .	1
Vice-Principal. . .	1
Senior Teachers . .	5
Teachers or Assistant Teachers . . .	13

Special Subject Teachers

5.32 Our attention was drawn to the fact that in many places several categories of teachers, such as those of Physical Education, Indian Languages, Music, Drawing and similar other subjects receive substantially lower salaries than other teaching at the same level. This is unfortunate as all disciplines are of equal value and importance for the development of the child. Whatever the origins of such an anomaly, we are strongly of the view that no discrimination between one teacher and another teacher at the same level can be justified in the matter of salary and other conditions of work. We suggested that the unfair disparities must stop forthwith.

Periodic Review of Salary Scales

5.33 In view of the spiralling cost of living index, we feel that teachers' salaries and scales need to be reviewed from time to time to protect them against excessive inflation or erosion effects. While it is not possible here to suggest an exact formula to adjust salaries to the cost of living index, salary reviews should be made every five years to bring them in line with the prevailing economic reality.

Other Teachers Needs

5.34 **Study leave and Teacher Fellowships**

Teachers may be liberally permitted to take correspondence courses in different subjects for improvement of their knowledge and skills. School teachers should also be allowed to take different university examinations as private candidates.

5.35 Our attention was drawn to the institution by the Homi Bhabha Centre for Science Education at the Tata Institute of Fundamental Research, Bombay, of visiting fellowships to enable practising school teachers to take study leave and then do research during this period. We are told that the programme has worked well. We suggest that the possibility to institute such fellowships should be explored by other research organisations in the country also. Teacher fellowships can also be provided to teachers to enable them to gain experience of teaching in different schools within their State.

5.36 (a) **Additional Increments:** Additional increments may be given to teachers who acquire higher qualifications of specific relevance to their work and responsibilities and undergo in-service training courses. The system of giving advance increments to teachers as incentives for acquiring further qualifications, in vogue in some of the States, may be considered by the other States.

(b) **Liberal Travel Concessions:** Liberal travel concession, other than leave travel concession, may be allowed to teachers to help them visit educational institutions and attend educational or professional programme in different parts of the country.

(c) **Adequate Provision for Travel Facilities:** Adequate provisions for travel facilities should be made

for teachers in order to encourage them to participate in cultural and other exchange programmes, national as well as international.

Family Welfare of Teachers

5.37 (i) **Free Studentship :** The teachers' sons and daughters should be provided with free education at all levels. This practice is already available in some States and Union Territories for school education.

(ii) **Scholarships :** Teachers' children may also be given scholarships to complete their education. This is particularly necessary for children of teachers working in remote and inaccessible areas where adequate facilities for advanced studies are not available and where teachers children have to go to other places involving heavy expenditure.

(iii) **Creches :** As already suggested elsewhere, creches may be provided to look after the infants of women teachers during duty hours. This will ease many practical difficulties of such teachers and will help them concentrate on their jobs better.

(iv) **Job to Dependents :** Where there is death or incapacitation of the teacher, at least one of his or her children, or the spouse, should be given employment in accordance with his or her qualifications.

Social Security Measures

(i) **Housing**

5.38 By and large the teaching community suffers a great deal from the lack of proper housing facilities, particularly women teachers and teachers posted in rural, tribal and other difficult areas. Housing for teachers in the semi-urban and even urban areas is also far from satisfactory. To get over this problem, a multi-pronged approach is indicated. Housing Boards, Development Authorities, Banks, Insurance Corporations, and Cooperative Societies, in fact all possible resource agencies, need to be tapped to help a teacher either build his own house or provide for him a suitable house or apartment near his place of work. For this the creation of a Housing Fund for Teachers to help them obtain easy and soft loans for the purpose of house-building and house-buying should be considered. The funds needed for such a scheme could be raised at the National, State, District and Block levels. Education Departments should also consider launching special schemes of housing for teachers.

5.39 There is an urgent need for providing a sufficient number of properly furnished and well equipped Holiday Homes for teachers in major cities and towns and at district head-quarters.

(ii) **Health Care**

A Medical allowance of at least 7.5 per cent of the basic pay should be paid to each teacher and in cases of maternity and serious illness, the entire cost of treatment and medical expense of the persons concerned should be fully reimbursed. With a view to minimizing the consequences of an interrupted career, women teachers may be permitted to work on a part-time basis till such time that they are able to return to the job on a full time basis. Provision of medical facilities for teachers in rural and remote areas deserves particular attention. It is, therefore, suggested that provision for first-aid facilities must be made available in every school, and that every primary health centre and dispensary must be provided with special medical facilities for teachers.

Superannuation Benefits

5.40 The rules concerning retirement age and benefits differs from State to State. There is no justification for such variations. The Commission recommends that the retirement age of school teachers, whether in private or in government service, should be 60 years of age except when retirement is sought voluntarily. Retirement benefits to teachers, such as pension, gratuity, family pension, commutation benefits, group insurance, provident fund, etc. must be comparable to those paid to government servants. Such benefits must also be extended to teachers working in private institutions, including those in the minorities institution. Teachers must further continue to enjoy after retirement all the health care and medical facilities made available to them during service.

National Foundation for Teachers' Welfare

5.41 The National Foundation for Teachers Welfare was established in 1962 under the Charitable Endowments Act, 1890, with the express purpose of providing relief to teachers and their dependents in indigent circumstances, or in distress by offering financial support in the form of *ex-gratia* payments, scholarships to teachers wards, financial assistance for daughter's marriage etc. However, the amount of such financial assistance in an individual case is Rs. 1500 in lump sum or Rs. 100 per month for a period of one year. Though renewable on fresh application by the grantee year after year, it is limited to a period of five years only. As regards *ex-gratia* grant, which ranges between Rs. 1,000 and Rs. 2500, only those teachers are eligible for it who retired from service after attaining the age of superannuation and have, in the opinion of the authorities of the State Education Department, rendered exceptionally meritorious service for at least thirty years. To be eligible for financial assistance from the Foundation, the total income limit of the

teachers' family from all sources as originally fixed at Rs. 3000 per annum was subsequently raised to Rs. 8000. These provisions have become an achronistic and need review.

5.42 The Commission is also not sure whether the Foundation has made much progress in promoting the welfare of teachers in general, or in alleviating the suffering of the common teacher and his dependents in distress. While appreciating whatever work the foundation has been able to do so far, we suggest that the rules of the Foundation should be sufficiently liberalized and its welfare activities diversified in order that it makes a real impact on the well-being of teachers. We offer four specific suggestions:—

(a) **Liberalization**

(i) the annual income limit of Rs. 8,000 for eligibility to receive the Foundation's help should be raised to Rs. 15000;

(ii) the limit of Rs. 1500 as a lump sum and Rs. 100 for monthly awards should be raised to Rs. 3000 and Rs. 200 respectively.

ɔ) **Diversification:** The Foundation should be encouraged.

(i) to initiate improved schemes of help for such purpose as housing, medical assistance, publication of books written by teachers, etc.

(ii) to help teachers, who are unable to meet the cost of education of their children.

(iii) to sanction recoverable loans towards marriages of teachers wards;

(iv) to help retired needy teachers to meet the cost of their medical treatment etc.; and

(v) to construct at least one Teachers Guest House or Shikshak Bhavan in every important town visited frequently by outstation teachers;

(c) **Decentralisation:** It is important that the administration of the Foundation be suitably decentralised to respond promptly and more effectively to the welfare needs of teachers.

(d) **Augmentation of Funds:** The rules of the Foundation should also be amended to enable it to receive income-tax exempted donations.

National Awards for Teachers

5.43 The scheme of National Awards for Teachers instituted by the Ministry of Education and Culture in 1958-59 needs re-examination in terms of the number and amount of the awards. We suggest that the number and value of the awards should be increased substantially.

Refurbishing the image of the Teacher

5.44 While the acceptance of improved monetary rewards, promotional opportunities, working conditions and other welfare benefits suggested above should make the teaching profession more attractive to the intending entrants, the introduction of a few simple practices will also help to enhance the social image of the teacher. Some suggestions in this regard are:—

(i) invitation of teachers to important public functions and according them a higher precedence on such occasions;

(ii) associating teachers' and teachers' organisations with policy-making decisions for educational planning and administration;

(iii) associating teachers and teachers' organisations with planning and execution of local and community development programmes for which they have been consistantly pressing, and rightly so, for many years.

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CHAPTER VI

Supply and Recruitment of Teachers

6.01 In any national setting, the demand for school teachers during a given period of time is commonly determined by the number of pupils and the accepted norms for pupil-teacher ratio, that is, the average size of the class. The number of pupils depends partly on the demographic characteristics of the population, the social demand for education compulsory schooling and school leaving age, the number of teaching hours offered to the pupils every day, number of optional subjects in the curriculum, and the teachers school duties. Our interest in the present enquiry was limited to having a look at the demand and supply position of elementary and secondary teachers against the background of the growth and functioning of existing teacher training institutions in different parts of the country. Our study uncovered a picture which can be broadly summed up in six fairly simple propositions.

Proposition I

6.02 The overall training capacity of the elementary and secondary teacher training institutions is fairly adequate and has enough built-in elasticity to respond to the need for additional teachers as well as to meet the rising pressure for poste-elementary education.

Proposition II

6.03 But this statement must not conceal the fact that there are considerable regional variations in the number and standard of teacher training facilities.

Proposition III

6.04 Except in certain typical metropolitan situations such as Delhi, there is a chronic shortage of teachers, (particularly women), in physics, chemistry and mathematics. Occasionally one also comes across regional shortages of other categories such as teachers of Geography and English. This and the widespread reluctance of teachers, particularly women, to work in rural areas, and the lack of geographical mobility amongst a section of qualified teachers, makes the national scene paradoxically a mixed one of surpluses and shortages at the same time.

Proposition IV

6.05 The academic background of persons wanting to train as teachers is generally poor.

Proposition V

6.06 Much of the training in training institutions is ineffective and shows little awareness and understanding of the actual classroom situation of the larger national and educational goals.

Proposition VI

6.07 Inherent in the emphasis on non-formal education as an alternative for those who cannot participate in formal schooling is a new challenge and opportunity to teacher education. The training of teachers for non-formal education might well prove to be the first major break-through in improving the national training system. The least it could do is to assist in weeding out much of the deadwood in the existing training curriculum.

Proposition I: Concerning the adequacy and elasticity of the training system

6.08 To take up the first proposition first, it is apparent that in any expanding system of school education, the supply of teachers must keep pace with the demand. When this is not so, the country has either to slow down the pace of expansion or depend upon expatriate teachers which generally makes the running costs exorbitantly high. Fortunately, the teacher training system in India has shown sufficient elasticity to respond to the post-Independence pressures for expansion of school facilities. This is fully borne out by the reasonably high proportion of trained teachers now as against the situation at the time of Independence or soon thereafter.

TABLE I

Proportion of trained teachers in India

	1949-50	1982-83
Primary . .	58.32%	86.0%
Middle . .	52.6%	89.5%
Secondary . .	53.59%	89.3%

6.09 In order to have some idea of the extent to which the training capacity of our institutions and the annual additional requirements of teachers match we looked into the statistics of Primary, middle and secondary teachers for the last 13 years 1970-71 to 1389356 in 1982-83. The number of middle school found that the number of Primary teachers made a net increase of 31.1% rising from 1059950 in 1970-71 to 1389356 in 1982-83. The number of middle school teachers increased from 637569 to 856389 in 1982-83, registering an increase of 34.3%. The number of secondary teachers during these 12 years rose from 629200 to 993115, showing an increase of 57.8%.

6.10 The number of teachers in the three categories in different years is given in the table below :—

TABLE II

Showing All India numbers of Primary, Middle and Secondary Teachers 1970-71 to 1982-83

Year	Number of Primary Teachers	Number of Middle School Teachers	Number of Secondary Teachers	Total
1970-71 . .	10,59,950	6,37,569	6,29,200	23,26,719
1971-72 . .	10,97,995	6,65,597	6,57,946	24,21,538
1972-73 . .	11,50,805	6,92,263	6,84,865	25,27,933
1973-74 . .	11,68,363	7,04,573	6,48,049	25,20,985
1974-75 . .	12,31,622	7,58,210	7,39,641	27,29,473
1975-76 . .	12,47,553	7,77,928	7,58,561	27,84,042
1976-77 . .	12,58,578	7,93,395	7,74,060	28,26,033
1977-78 . .	12,67,193	8,06,233	7,98,110	28,71,536
1978-79 . .	12,96,639	8,25,146	8,18,507	29,40,292
1979-80 . .	13,28,700	8,35,608	8,69,842	30,34,150
1980-81 . .	13,45,376	8,30,649	9,01,329	30,77,854
1981-82 . .	13,65,431	8,46,772	9,41,824	31,54,027
1982-83 . .	13,89,356	8,56,389	9,93,115	32,38,860

Working out the annual rate of growth (compound)[1] of the increase of these three categories of teachers we get the following picture.

TABLE III

Showing All India Annual Rate of Growth (compound) of Teachers 1970-71 to 1982-83

	Primary (P)	Middle (M)	Secondary (S)	P+M	P+M+S
1970-71 to 1976-77	2.90	3.71	3.51	3.21	3.29
1976-77 to 1982-83	1.66	1.28	4.2	1.52	2.30
1970-71 to 1982-83	2.28	2.49	3.88	2.36	2.79

6.11 Two trends are clearly discernible in the data presented above.

[1]The compound growth rates have been calculated by the following formula :

$$r = \sqrt[n]{\frac{P_n}{P_o}} - 1$$

$$\text{or } r = \left[\text{Anti log}\left(\frac{\log P_n - \log P_o}{n}\right) - 1\right] \times 100$$

Where P_n is the number of teachers in the last year that is, 1982-83

P_o is the base year that is 1970-71

n is the number of intermediatory years before P_o and P_n which n this study comes to 12 years.

(1) The rate of growth for primary teachers slows down from 2.90% to 1.66% from the first to the second half of period in question. The same goes for the rate of growth for middle school teachers which comes down from 3.71% to 1.28%. This deceleration is in all likelihood due to the fact that as enrolment ratios for the age group 6-10 rise above the 80% mark further increases tend to become more and more difficult. However, the decrease in the case of middle school teachers was not anticipated and is possibly a consequence of the decline at the 6-10 level.

(2) In the case of secondary teachers the high growth rate of the first half has become even higher in the second half, rising from 3.51% to 4.2%. This is entirely to be expected, as for a long time to come, the expansion of secondary education is expected to grow at a faster pace.

6.12 However, our main interest in the present exercise was to estimate the additional number of teachers for each of the 12 years of the period in question. Assuming that the annual replacement ratio of teachers at the primary, middle and secondary

levels is 2%, the picture that emerged from this study of the data is presented in the table below.

TABLE IV

Estimated All-India Net Additional Number of Teachers For 1970-71 to 1982-83[1]

	Primary (P)	Middle (M)	Secondary (S)	P+M	P+M+S
1970-71 . .	..	..	..	..	..
1971-72 . .	59,244	40,779	41,330	1,00,023	1,41,353
1972-73 . .	74,770	39,978	40,078	1,14,748	1,54,826
1973-74 . .	40,574	26,155	23,119	66,729	43,611
1974-75 . .	86,626	67,728	1,04,553	1,54,354	2,58,908
1975-76 . .	40,563	34,882	33,713	75,445	1,09,158
1976-77 . .	35,976	31,026	30,670	67,002	97,672
1977-78 . .	33,787	28,706	39,531	62,493	1,02,024
1978-79 . .	54,790	35,038	36,359	89,828	1,26,187
1979-80 . .	57,994	26,965	67,705	84,959	1,52,664
1980-81 . .	43,250	11,753	48,884	55,003	1,03,887
1981-82 . .	46,963	32,736	58,522	79,699	1,38,220
1982-83 . .	51,234	26,552	70,127	79,786	1,47,914
Annual Average .	52,147	33,524	45,696	85,671	1,31,367

6.13 The figures show that at the rates of expansion that were witnessed during the seventies, the country needs every year around 50,000 additional primary teachers, some 30,000 teachers for the middle stage and some 45,000 secondary teachers.

6.14 Let us now set these demand estimates against the output of trained teachers in 1979-80[2]. In that year there were 945 training schools with a total enrolment of 87382; and there were 338[3] training colleges with a total enrolment of 56339. Assuming that the bulk of teachers at the middle school stage also consist of those who have received training at elementary training schools, the annual demand of some 80,000 teachers squares reasonably well with the enrolment figure 87382. Happily the supply position is even more comfortable in the case of secondary teachers against an estimated demand of some 45,000 teachers the training capacity is adequate for training 56339 trainees. Actually the supply exceeds demand in the case of secondary teachers by some 25% which over a period of time could easily result in teacher unemployment. This, in fact, has happened already. As can be seen from the statistics in Appendix XIII, there were on the live register (Employment Exchange) of this country on 31st December, 1983 more than 1,80,000 secondary teachers. The register also showed a little more than 2 lakhs primary and middle school teachers[4] looking for jobs.

6.15 But it might be argued that the supply of teachers depends not only on the capacity of the training institutions but also on the supply of school and college graduates. True, but in so far as that is concerned it is well known that the Indian economy, including the profession of teaching, has been chronically incapable of absorbing the annual supply of school and college leavers, and that on that account educated unemployment continues from pre-Independence days to be a major problem facing the economic planners of this country. At the school stage today nearly 2 million students pass the high school examination, nearly 5 lakhs the higher secondary examination and another 3.5 to 4 lakhs the intermediate or +2 examination. This takes the number of qualified school leavers alone to nearly 3 million. At the college level nearly 8.5 lakhs receive their degree in general education (including Arts and Science) while 1.5 lakhs do so in professional subjects like Engineering, Medicine, Nursing, Agricultrre, etc. These figures relate to the year 1978. There need be little question that the annual number of degree holders and those with post-graduate certificates exceeds the one million mark. Even under the most favourable circumstances that is with the fastest rates of educational expansion the school system will hardly succeed in absorbing say more than 5% of the available supply. Our supply problem, as we shall have occasion to comment on presently, is not one of quantity but of quality.

6.16 One remaining question that needs to be addressed is: if we are to reach the Constitutional directive of universal elementary education by 1990, as announced by the Government some time ago, will it be realistic to accept the existing training system to step up its output sufficiently to meet the new teacher demand? Since it is not certain whether such a high target can be reached within the next five years, we suggest in response to this question that teacher implications of the target may be worked out under the following four assumptions:—

(a) 100% target projection.

1 For details of method of estimation see Appendix XII(v).

2 Despite our best efforts we were unable to get teacher training data for a more recent year.

3 Our latest information at the time of writing this report is that there are 494 secondary training institutions in the country today.

4 Due to factors that are not easily controllable the EMI statistics tend to be somewhat inaccurate and undependable. As such we need not worry too much about the fact that in the unemployment statistics reported in Appendix XII(xiv) the number of unemployed secondary teachers is smaller and not larger than the number of unemployed primary and middle school teachers, as one would have expected.

(b) High level projection at 75% of the target.
(c) Medium level projection at 50% of the target.
(d) Low level projection at 25% of the target.

(a) 100% target projection

(in lakhs)

	Formal Channel		Non-Formal Channel		Total	
	Addl. Enrol-ment	Addl. Teach-ers[1]	Addl. Enrol-ment	Addl. Teach-ers	Addl. Enrol-ment	Addl. Teach-ers
	(1)	(2)	(3)	(4)	(5)	(6)
Primary .	233.00	5.80	78.00	2.60	311.00	8.40
Middle .	288.00	8.20	32.00	1.60	320.00	9.80
Total .	521.00	14.00	110.00	4.20	631.00	18.20

(b) High level projection (75%)

	(1)	(2)	(3)	(4)	(5)	(6)
Primary .	174.75	4.35	58.50	1.95	233.25	6.30
Middle .	216.00	6.15	24.00	1.20	240.00	7.35
Total .	390.75	10.50	82.50	3.15	473.25	13.65

(c) Medium level projection (50%)

(in lakhs)

	Formal Channel		Non-Formal Channel		Total	
	Addl. Enrol-ment	Addl. Teach-ers	Addl. Enrol-ment	Addl. Teach-ers	Addl. Enrol-ment	Addl. Teach-ers
	(1)	(2)	(3)	(4)	(5)	(6)
Primary .	116.50	2.90	39.00	1.30	155.50	4.20
Middle .	144.00	4.10	16.00	0.80	160.00	4.90
Total .	260.50	7.00	55.00	2.10	315.50	9.10

(d) Low level projection (25%)

	(1)	(2)	(3)	(4)	(5)	(6)
Primary .	58.25	1.45	19.50	0.65	77.75	2.10
Middle .	72.00	2.05	8.00	0.40	80.00	2.45
Total .	130.25	3.50	27.50	1.05	157.75	4.55

[1]. The exercise is based on the following pupil-teacher ratio :

Channel	Primary stage	Middle stage
Formal . .	1:40	1:35
Non-Formal .	1:30	1:20

6.17 As against the projected demand of 18.20 lakh additional teachers during 1985-90 under assumption (a), of 13.65 lakh teachers under assumption (b), 9.10 lakh under (c), and 4.55 lakh under (d), the total output of the existing elementary teacher training institutions is not likely to exceed 4 lakhs.

6.18 Even if special steps are taken to enlarge their capacity and to reactivise the institutions which had been closed down by their State governments some years ago and which in many cases are now functioning merely as in-service institutions, the total supply is not likely to exceed 7.5 lakhs. This leaves a deficit of about ten lakh teachers formal and non-formal under assumption (a). It is apparent that without launching a big crash programme it will be well-nigh impossible to meet the demand for additional teachers under any of the three assumptions, (a), (b) and (c).

6.19 The extreme difficulty of reaching the target of UEE (under assumption) (a) will also become clear if we look at the data of our own study which was presented in Table IV on p. 95. These are presented graphically in the following representation.

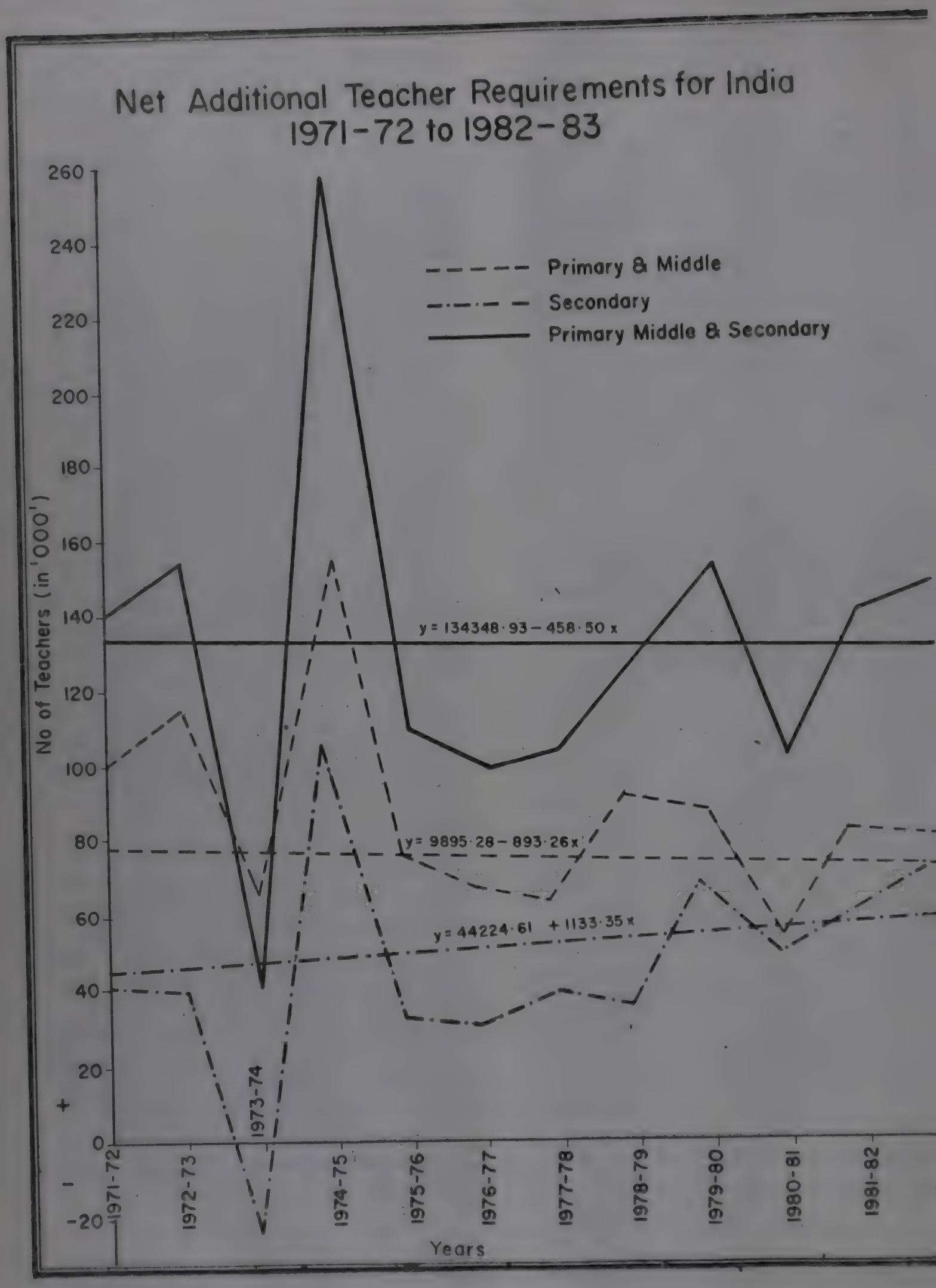
6.20 Two inferences can be drawn straightway from the behaviour of the three curves and the straight lines fitted to them by the Least Squares Method. First, the number of primary and middle school teachers (P+M) as well as the total number of school teachers (P+M+S) might start declining perceptibly unless there is a very great and determined effort to expand elementary education during the next 5 or 10 years.

6.21 What do we mean by a very great and determined effort? As indicated earlier in Chapter III, we have four types of programmes in mind : (1) programmes to curb effectively the high dropout rates, particularly at the primary stage; (2) social and economic programmes to neutralise the prejudice against schooling of girls ; (3) improved planning of elementary education at the local grassroots level; and (4) installation of an effective system of implementation including continuous monitoring and remedial action. These may not be simple or easy measures but they are absolutely critical for the universalisation of elementary education. They are also a test of the political will of the nation if it means business.

6.22 The second inference which one of the graphs suggests that the national requirements for the secondary teacher are on the increase. In future the increases might even become sharper.

Proposition II : Regional Variation

6.23 This reassuring picture of teacher supply must not be allowed to conceal two related problems. One


Net Additional Teacher Requirements for India
1971-72 to 1982-83
Primary & Middle
Secondary
Primary Middle & Secondary
y = 134348·93 – 458·50 x
y = 9895·28 – 893·26 x
y = 44224·61 + 1133·35 x
No of Teachers (in '000')
260
240
220
200
180
160
140
120
100
80
60
40
20
0
-20
+
-
1973-74
1971-72
1972-73
1974-75
1975-76
1976-77
1977-78
1978-79
1979-80
1980-81
1981-82
1982-83
Years

of these concerns the varying proportion of trained teachers in different states and the other their varying capacity to train. The data concerning the proportion of trained teachers among primary, middle and secondary teachers is available in Appendix XIII(ii).

6.24 It is gratifying that the overall proportion of trained primary teachers for the country as a whole is high (86.9%), and that there are at least 10 States[1] where the proportion has either reached 100 or is very close to it. The States are : Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Maharashtra, Punjab, Chandigarh, Delhi and Pondicherry. Another fact which stands out clearly is the lowest proportion of trained teachers in the States of the north-eastern region (Assam, Meghalaya, Manipur, Sikkim, Tripura, West Bengal, Arunachal Pradesh and Mizoram).

6.25 At the middle school stage the overall trained proportion for the country is 89.5 per cent and as many as 16 States exceed that proportion, Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Kerala, Maharashtra, Punjab, Rajasthan, Tamil Nadu, Chandigarh, Dadra Nagar Haveli, Delhi, Goa Daman Diu, Lakshadweep and Pondicherry.

6.26 Once again most of the States that come out poorly are from the north-eastern region (Assam, Manipur, Meghalaya, Nagaland, Sikkim, Tripura, West Bengal, Arunachal Pradesh and Mizoram).

6.27 At the high school stage the all-India percentage of trained teachers is 89.3 and the States above this mark are: Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Kerala, Maharashtra, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Chandigarh, Dadra Nagar Haveli, Delhi, Lakshdweep and Pondicherry.

6.28 Most of the States with a poor showing again come from the north-eastern region Assam (32.1%), Manipur (27.0%), Meghalaya (30.0%), Nagaland (33.0%), Sikkim (44.1%), Tripura (55.3%), West Bengal (65.0%), Arunachal Pradesh (54.2%) and Mizoram (46.5%).

6.29 At the Higher Secondary Stage (Old Scheme), the overall proportion is 89.6% and all the seven concerned states (Haryana, Himachal Pradesh, Madhya Pradesh, Manipur, Punjab, Rajasthan and Chandigarh) have high percentages. The only exception is Assam which again has a very low percentage of 26.5%

1 The term States as used in this presentation includes Union Territories.

6.30 For the Higher Secondary Stage (10+2), the country's percentage of trained teachers is 89.6% and many States exceed or approximate that point. There are some others below the all India proportion, but among these we recognise once again Assam (35.5%), Sikkim (41.5%) and West Bengal (64.5%).

6.31 This short survey suggests that the problem of the untrained teacher is really acute in the States of the north-eastern region and that appropriate measures should be taken. We shall revert to this matter presently.

6.32 Coming to the variation in the teacher training capacity of the States, we thought that one good way to make inter-State comparisons would be to work out the number of elementary and secondary teacher trainees per million of population.[2]

6.33 The results of this exercises are presented in Appendix XII (xi).

6.34 The number of elementary trainees per million of population of India is 127.78. The States exceeding this capacity in the descending order are Goa, Daman and Diu (576.85), Karnataka (455.88), J&K (272.74), Orissa (255.53), Maharashtra (245.5), Kerala (221.10), Bihar (196.63), Assam (157.26), Punjab (142.35) and Delhi (136.29).

6.35 The States where the provision of training facilities is lower than the All India figures are: Madhya Pradesh (85.65), Rajasthan (73.20), West Bengal (71.86), Uttar Pradesh (57.48), Meghalaya (57.14), Tamil Nadu (46.14), Andhra Pradesh (37.65) and Haryana (3.11).

6.36 It is interesting that West Bengal, Uttar Pradesh, Tamil Nadu and Andhra Pradesh which have had the advantage of some of the oldest traditions of elementary teacher training in the country feature below the all-India standard.

6.37 Coming to the variations in the standard of secondary teacher training, the number of trainees per million of population varies from 0.97 (Tripura) to 241.52 (Haryana). The all-India number of trainees comes to 82.38.

6.38 11 States have a higher standard of facilities than the all-India average. These are : Haryana (418.52), Punjab (253.14), Meghalaya (175.93), Goa, Daman and Diu (142.59), Rajasthan (135.50), Gujarat (134.83), Maharashtra (128.09), Kerala (107.48), Karnataka (106.91), Jammu and Kashmir (100.06) and West Bengal (86.41). The States below

2 States with a population of less than 0.5 million are excluded from this analysis.

the all-India average are : Tamil Nadu (67.59), Orissa (62.31), Delhi (60.48), Assam (58.82), Andhra Pradesh (52.30), Madhya Pradesh (44.57), Bihar (33.44), Uttar Pradesh (21.44), Himachal Pradesh (12.73) and Tripura (0.97).

6.39 Why do the States of the north-eastern region rank low on most of the indicators that we considered? Perhaps the reason lies in the fact that in these States teacher preparation from the very beginning has been practically a tightly government controlled affair, official policy throughout being to reserve most of the training seats in training institutions for the untrained teachers in government service. As there is virtually absence of any voluntary effort in teacher training in this part of the country, the government holds for all practical purposes, a complete monopoly of teacher education and the States do not seem to have shown any great anxiety to clear the continuing backlog of untrained teachers. Also perhaps for reasons of poor geographical mobility, these States have not been able to attract trained teachers from the surplus parts of the country.

6.40 Our assessment is that the clearing of the backlog of untrained teachers in the north-eastern region is an entirely soluble problem, and that it is high time the concerned state governmnts considered taking some serious and determined interest in the matter. If appropriate measures are taken to increase suitably the capacity of the training institutions wherever feasible and to develop, special training programmes to reorient untrained teachers, and also to attract teachers in shortage categories from the surplus states, there is no good reason why the proportion of trained teachers in this part of the country should not start comparing favourably with the rest of the country in a reasonably short period of time.

6.41 The first practical step to be taken is to plan a survey of the region to identify the present nature of its teacher training problems. We recommend that the initiative for such an investigation might as well come jointly from the Eastern Zonal Council (Bihar, Orissa, Sikkim and West Bengal) and the North Eastern Council (Assam, Manipur, Meghalaya, Nagaland, Tripura, Arunachal Pradesh and Mizoram). The collaboration of NCERT in making such a survey and in preparing a suitable plan of action, could be useful. In our judgement, it should be possible to complete the survey and the suggested plan of follow-up action with the cooperation, among others, of the teachers training institutions in the regions within 4 to 6 months on the outside.

Proposition III : Persisting shortages and Surpluses

6.42 Two kinds of shortages were brought to our attention : (a) shortage of teachers of certain important subjects like science and mathematics (b) shortage of teachers particularly, women, willing to work in the remote and sparsely populated areas. For either category we were unable to find any firm data indicating the extent of these shortages.

6.43 Indian Universities turn out more than a lakh science graduates every year. Even if a third of these were available to take up teaching, the shortages of teachers of science and mathematics would cease in a short period of time. Perhaps, the main difficulty here is that career prospects offered to young scientists in other occupations, particularly in industry, are so much more attractive that very few good science graduates are willing to take up teaching. And those who do, treat teaching more as a staging post than anything else. It would not be very practicable to suggest a special scale of pay to attract science and mathematics teachers in our particular conditions, and yet this category is of such crucial importance to the future of education and development that some incentive schemes must be initiated atleast to mitigate the severity of the problem.

6.44 It is pertinent to mention that in the past there has been a practice in some parts of the developed world to offer contract appointments on highly attractive terms to young scientists and engineers for a stipulated period of time, say for 5 years. Such a strategy is credited with some success in attracting a number of teachers who are not otherwise prepared to commit themselves permanently to this profession. Apart from considering this suggestion in places where conditions are favourable, school authorities should also explore the possibility of utilising to the utmost extent on a part-time or over-time basis, whatever qualified manpower is available locally, for teaching science and mathematics.

6.45 Like the world wide shortage of teachers of science and mathematics, the general shortage of teachers in the rural and backward areas is also of a chronic nature. We have been aware of the interest taken in many parts of the country to overcome the problem by building residential quarters for women teachers and by offering special allowances to those who are willing to work in difficult places. We recognise that what has been done is significant, but it is far from being adequate.

6.46 Our approach to the problem posed by teacher shortages all along the line seem to have been piece-

meal and ad hoc. What we need instead, is a carefully worked out strategy to tackle the root causes of the problem. The first step would be to plan and mount a nation wide survey to determine the extent of the shortages and to identify their root causes. Only then would we be in a position to plan appropriate action on a big enough scale. We would be happy if the initiative for such a survey, to be followed by a timebound programme of action came from the Central Ministry of Education. In our view, the NCERT, which is adequately equipped to carry out national surveys in education is eminently suited to undertake such a job.

6.47 The other problem we wish to comment upon is that of teacher unemployment. The reliability of the statistics in appendices XII (xiv) and XII (xv) can be questioned on two counts : (a) not every unemployed teacher makes it a point to register and (b) not every teacher who is registered is necessarily without work. It is likely that the EMI statistics somewhat overestimate the extent of prevailing unemployment among teachers. It is well known, for instance, that some teachers looking for work, register their names at a number of exchanges simultaneously. For instance, in Delhi many teachers from the neighbouring states are known to register themselves with the Delhi Exchange as the employment opportunities in the capital are supposedly better and more attractive. Again many teachers in Delhi, particularly women, who are looking for work, are not prepared to go out of Delhi to work in the rural areas. It seems to us that in a free market economy like ours, some unemployment among the educated including teachers is unavoidable whatever the policy measures to balance supply and demand of educated manpower. But it is important that the educated unemployment does not become a serious social problem.

Recruitment before training

6.48 Alternatively we have to think of some less drastic measure, which over a period of time is able to restore the supply and demand of teachers to be a reasonable balance. One that was suggested to us was that in future teacher training should be limited only to teachers who have been recruited already or selected for recruitment. We understand that such a procedure is in vogue in a number of countries with no problem of unemployed teachers on their hands. There is every possibility that with an assured career the quality of the average recruits to the profession will also improve. Our survey revealed a very great support to the idea from our respondents favouring it were as follows:—

Primary School Teachers	100%
Secondary School Teachers	99.58%
Prominent People and Educationists	100%
Educational Administrators	99.65%
Teacher Educators	98.45%
Students	100%
Teachers Organisations	89.75%

6.49 With such great popular support the idea should be of a particular interest to States where supply and demand continue to be much out of step.

Women Teachers

6.50 There has been a steady increase in girls' education over the last four decades. Naturally enough the demand for women teachers has also been increasing as also the number of women teachers actually employed. In 1949-50 there were 79339 women teachers in the primary schools, forming 15.3% of the total teacher force in these schools. In 1982-83 the number stood at 354362 forming 25.5% of the total and representing more than a fourfold increase. In 1949-50 there were 12078 women teachers in Middle schools forming 15.31% of the total number. By 1982-83 the number had risen to 267141, representing 31.2% of the total strength and registering a more than 22 fold increase. As for high and higher secondary schools including post-basic institutions, the total number of teachers in 1949-50 was 116157 of which 18656 (16.06%) were women. In 1982-83, the number of women teachers stood at 219112 which found 28.19% of the total number of teachers (777215). The increase is more than 11 fold.

6.51 Despite this spectacular increase in the number of women teachers, the supply is not commensurate with the demand. There is still need for more women teachers particularly in rural areas. This is heightened also by the Government's recent decision to give free education to girls up to the senior secondary level.

6.52 Women make good teachers and are, in fact, preferred to men specially in the primary grades where they have a natural way with children. The number of mixed schools is also growing and there is need for some women teachers in them. At the pre-primary level, in Anganwadis, and Balwadis, and for looking after the creches, women are ideally suited. As provision for education increases with the universalisation of elementary education the need for women teachers will be felt more keenly.

6.53 In the last two or three decades women have become much more aware of opportunities open to them, and old prejudices and inhibitions have worn away or are diminishing. Attitudinal changes in urban society in enabling women to prove their merit in various vocations have been marked in roles such as;

secretaries, receptionists, air-hostesses, beauticians, caterers, sales women, nurses, shop assistants, telephone operators etc.—roles which were unthinkable some three decades ago. At another level the Indian academic women is seen increasingiy to hold her own in universities, in journalism, in civil service, in politics, in social service and in management. We are told that the pattern of enrolment in teachers' college is steadily changing, in favour of women, suggesting that it is probably the first preference of women in the urban areas.

6.54 But her difficulties have to be appreciated. Without proper housing and medical facilities in rural and remote areas she cannot opt for a rural teachers's job. Without built-in provision for long periods of leave to tend to home needs specially after child-bearing, she hesitates to opt for a career in preference to care of the home. Much wider acceptance of the need for creches would relieve her of other burdens and if she can bring her baby to a creche she is a happier person. Many women would volunteer to teach even under very difficult circumstances if they could do so part-time. If we need to attract more women to the teaching profession, these obstacles must be removed.

6.55 We make two concrete suggestions to attract more women to take up teaching in the rural areas. State governments should institute scholarships for women who have had seven or eight years of schooling and are willing to teach in the rural schools. We feel that the provision of a monetary incentive will assist materially in attracting rural women to teach in our rural elementary schools.

6.56 The second suggestion we would like to make is that in the Seventh Plan there should be a provision for the construction of one lakh quarters for women teachers in the rural areas. In our opinion it should be possible to construct a modest residential unit at a a cost of Rs. 25,000.[1] If central subsidy is necessary to go ahead with this programme, we recommend that the centre should offer needed assistance to the State governments for this purpose. As for the distribution of these quarters between different States, it is a matter that should be settled by the Ministry of Education and the Planning Commission in consultation with the State governments.

Proposition IV: Low Academic Profile of Teachers

6.57 In purely "certification" terms there has been some improvement over the years in the academic background of the school teacher. If matriculation is considered to be the minimum academic background for a competent primary school teacher, according to the Third All-India Survey[2] 67.6 per cent of the primary teachers in the country meet that criterion. But considering the low standards of school education today that is perhaps not saying very much. The stark fact that must be faced is that the teacher today is much less motivated and academically much less well equipped than his counterpart with similar qualifications some thirty years ago.

6.58 We wish to stress categorically that this issue of standards is of crucial importance, and that unless we take some drastic steps to upgrade school and university standards, the average teacher's competence and commitment will remain illusory. We would be failing in our duty if we did not share our conviction that in the development of education in this country, a stage has long been reached when priority must decidely shift from growth to improvement of quality. Teacher training, howsoever well-planned and organised, will never compensate for the deficiencies of general education, and will contribute but little towards professional preparation, if it is not backed up by an effective high standard school curriculum. Whatever the programmes or whatever the educational level under consideration, the country can ill-afford to compromise on quality. Certainly, this is not an easy task and will need many hard decisions to bring the situation under control. But the moral is clear. If we do not raise the standards of school education and if its quality continues to decline the way it has for many years now, any investment in the professional training and equipment of our teachers will be largely a wasted effort.

6.59 The Central issue here, as we see it, is whether something can be done to raise the standards of education without entailing prohibitive costs. Our understanding is that something is definitely possible. Illustrative of what we have in mind are the following three measures:

(a) Development of school complexes to improve, inter-alia, the equipment and competence of teachers through local in-service programmes;

(b) Restoration of the objectivity of the examination by ensuring its proper conduct and impartiality; and

(c) Improvement of text-books and instructional materials.

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[1] For Financial estimates see para 10.77 of Chapter X.

[2] Data Process and Educational Survey Unit, NCERT, New Delhi 1978.

(a) The school Complex Idea[1]

6.60 In a rural area having a radius of about 5 to 10 miles, on an average, there are expected to be one or two high/higher secondary schools, six or seven middle schools and 30 to 35 primary schools. Together these can be organised into a compact school complex with potential for in-service guidance of teachers, particularly primary school teachers, as there will be atleast 8 to 10 trained graduates in the central school. By providing a few basic aids such as a projector, a reasonably good library and a good science laboratory at the central institutions, and by making them functionally available to all the schools in the area, the teachers and children of all the schools will have available to them the facilities and services of a small but functional resource centre. Our detailed observations on the in-service implications of the school complex idea will be presented in Chapter VIII.

(b) **Examination Reform**

6.61 Reform in education can begin at any point of the educational continuum, at the initial stage of setting the curricular objectives, or at the stage of teaching process or the evaluation and follow-up stage. Much criticism has been levelled against the present degree of stress on examinations and even more so, at the way they are conducted. As a result, in many places public examinations have lost credibility, for the most part, whether at the school or university stage. Research studies on public examinations, conducted both in India and elsewhere, have exposed many ugly skeletons in the cupboard. However, in the absence of a suitable alternative, public examinations continue to be the sole criteria for judging the merit of the students for admission to a higher stage of education or for employment, and thus maintain a sanctity of their own. It is, therefore, of the highest importance that immediate practical steps be taken to restore and maintain the credibility and objectivity of the public examinations.

6.62 We had suggested earlier that at each stage, the determination of standards be arrived at by defining exactly the number of competencies of various types that the student is expected to acquire and that evaluation be concerned with testing how far the students have been able to master these. In this context, we had suggested that a National Testing Service would be an appropriate agency to develop and administer standardised tests so as to accurately assess standards and to help institutions to make selection of students for different courses.

6.63 We realise that those who teach are the best judges to evaluate the effectiveness of learning. This is true at all levels of education. It is unfortunate that past efforts at providing greater scope and weightage to internal assessment ran into difficulties because of several unfair practices and inflation of marks. The solution, we feel, does not lie in discarding the internal assessment. In line with our strong plea for a decentralised approach to administration of education, and once selective use is made of the tests developed by the proposed National Testing Service, greater balance can be restored between internal and external assessment. Needless to add that the teachers will require special orientation to do justice to the responsibility placed on them through internal assessment.

(c) Improvement of Textbooks and Instructional Materials

6.64 Inspite of the criticism that we have become familiar with and the movement to replace the textbook by a more flexible approach to instructional materials, we believe that in our particular circumstances and with our limited resources, the influence of the textbook which is considerable, will continue to be so far a long time to come. Any effort to improve the quality and the relevance of textbooks will, therefore, go a long way in raising educational standards. We invite attention in this context to the good work done by the NCERT in developing new textbooks in different school subjects. A particular mention should be made of the books in Science and Mathematics and Geography. We anticipate a considerable impact of this programme on the improvement of textbooks in the regional languages of the country.

Proposition V : Irrelevance and Ineffectiveness of the Existing Training Curricula

6.65 Our observations on the unsatisfactory quality of teacher preparation for elementary and secondary teachers and our suggestions as to how teacher training could be made more effective and relevant to the learning needs of our children will be presented in Chapter VII. At this stage we only wish to invite attention to the fact that the unsatisfactory teacher preparation is a problem of longstanding and that the country has shown a very lackadaisical attitude towards it. To quote[2] Radhakrishnan "Our main criticism of the existing courses (but we repeat that it does not apply to them all) is that too little time is given to school practice, too little weight is given to practice

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1 See also paras 4.29 of Chapter IV, 6.71 of Chapter VI, 8.22 of Chapter VIII and 10.03 of Chapter X.

2 Report of the University Education Commission, 1970. Government of India, p. 213.

in assessing the student's performance, and conditions of school practice are often unsatisfactory, sometimes quite grossly unsatisfactory. In some places a student is required to give only five lessons during the whole of his course! We ascertained that in fact students were never failed on their practical test, and we enquired what happend if his five lessons were not deemed satisfactory. We were told that in that case the student gave another lesson, or even another, till he gave one that passed muster! It is not surprising that under these conditions the schools do not regard the possession of the B.T. Degree as the slightest real guarantee that is holder can either teach or control a class". This was good 35 years ago! The situation has hardly undergone any change since.

6.66 The basic problem with teacher education not only in our own country but the world over, has been that it is not backed up by any systematic field research to validate the training curriculum. The choice of the contents of the theory part of the course everywhere continues to be determined primarily by tradition, background of teacher educators themselves and by arm-chair thinking. There has never been any serious effort to relate the contents directly to teacher competencies and pupil learning. The same goes for the practicum. Whatever little experience a teacher trainee is given during his professional preparation is so unplanned, and organised under such unsatisfactory conditions of class room work and supervision, that the contribution it makes to a teacher's ability to teach effectively, is minimal. To cap it all there has never been any serious effort in the teacher training colleges or in our university departments of education to go into the field to ascertain under reasonably controlled conditions the exact contribution which practice teaching, organised in a particular way, makes to the teaching ability of the trainees. We feel that no serious effort has been made to validate the training curriculum as a whole and in respect of its different components by relating them to the teacher's performance and the children's learning gains in real class room situations. Admittedly the evaluation and comparative examination of different models of teacher training is going to be an exceedingly complex affairs, but there is no reason why with all our resources and experience the challenge cannot be met. In our opinion, as an area for study, investigation and research, teacher training deserves priority and it is high time the training organisations got over their deeprooted shyness to look within, as it were unless this is done and some success achieved in developing after proper field testing more effective and better curricula, there will be no answer to the widespread scepticism of its usefulness, and the nagging doubt that perhaps the only true determinants of a teacher's ability to teach are his proficiency in the subject and his application; and that teacher training as such is entirely dispensable. We sincerely hope that this aspect of the matter will receive due consideration from our national and State organisations concerned directly with the preparation of primary and secondary teachers.

Proposition VI: The Challenge of Training for Non-formal Education

6.67 To begin with we should concentrate on developing training models which can train men and women of the locality into effective teachers of elementary education. Once we have developed such models these can be replicated or adapted to suit a variety of circumstances. We shall also be in a better position then to quantify the nation's teacher requirements for non-formal education and decide on strategies for meeting them.

6.68 If we succeed in evolving training programmes that are sensitive to the needs of non-formal learners, this is bound to make a real and lasting contribution to the existing system of teacher education. Among other things, as suggested already, these could be expected to help materially in weeding out much of the dead-wood in our training curricula. To elaborate the point further, let us first give some factual information and also make a few comments on the present status of Non-formal Education in the country.

6.69 The experimental project of Non-formal Education for children in the age group 9 to 14 was announced by the Central Ministry of Education in June, 1980. The programme was aimed at intensifying national effort to universalise elementary education by responding particularly to the needs of three overlapping groups of children:

(a) Children belonging to the weaker sections of the society including Scheduled Castes, Scheduled Tribes, slum dwellers etc.;

(b) Girls; and

(c) Children who engaged in household work and other economic activities.

6.70 The present number of Non-formal Education centres is estimated to be in the neighbourhood of 1,60,000 having a total enrolment of around 59 lakhs children. In most of these centres an attempt is made through course condensation to cover the normal 5 year primary school curriculum in two years. Non-formal education also places a good deal of emphasis on decentralisation of curriculum development and

preparation of local specific-need-based materials in and around divergent environmental situations of the children living in various climatic and social settings. The basic criteria being followed to guide the preparation of materials are four—

- The materials should be related to the life style and life experiences of the people.
- They should be based on the local needs and problems of the people.
- Instructional materials should be supported by supplementary materials aimed at developing reading habits and interests in children.
- The materials should help children in appearing at the examinations held for formal school children.

6.71 It should be mentioned that in the Ministry's original scheme of Non-formal Education there was provision for block and village level resource centres to provide educational facilities and guidance to the local cluster of non formal centres. Not much serious attention seems to have been given to the development of such centres. We feel the matter should receive serious attention and that if necessary the development of Non-formal Education resource centres could be entrusted to the school complexes,[1] recommended for the UEE.

6.72 In most places the central motive which prompts parents and children to participate in Non-formal Education programmes is the desire for formal certificates. Largely in recognition of this in States like Madhya Pradesh and Uttar Pradesh the syllabus and content of Non-formal Education at primary and middle stages are similar to those of the formal schools. After completing the course at the primary level, a child in Assam, is allowed to join the next higher class at a regular school. In West Bengal the heads of institutions issue certificates to the students on the basis of their attainments at the Non-formal Education centres. In Madhya Pradesh the achievement of the learner is evaluated after completion of each unit: and those who complete all the units are permitted to appear at the class V examination meant for children of the formal school. One thing is clear. A lot of the learners at the Non-formal Education centres seem to be highly motivated. This is amply borne out by the performance of children in attendance at Non-formal Education centres of Uttar Pradesh run by the NCERT. Out of a total of 42,789 children who appeared at the class V examination, in 1982, 37,766 made the grade, giving a pass percentage of 88.3.

[1] See also paras 4.29 of Chapter VI. 6.60 of this Chapter. 8.22 of Chapter VIII and 10.03 of Chapter X.

6.73 Coming to the requirement of Non-formal Education teachers, the policy varies from State to State. For example, in Madhya Pradesh teachers of primary schools are engaged at the Non-formal Education centres; Rajasthan and Andhra Pradesh and Uttar Pradesh seem to prefer local youths, while Bihar and Delhi have gone in for the services of unemployed teachers.

6.74 A survey of the educational qualifications of Non-formal Education teachers by the NCERT revealed that these range from non-matriculation to a post-graduate degree and that their age spread is also very wide, from 18-20 to 61-70. An overall assessment of the teacher situation at Non-formal Education centres in different parts of the country suggests that, other things being equal, a good-Non-formal Education teacher is a local person and that he is between 20 and 30. We feel, however, that even when untrained, his academic qualifications should not be below matriculation. In the case of women, however, this could be relaxed to a class VIII pass. The minimum training programme for Non-formal Education teachers should be a month's orientation in the beginning, to be followed by a six day refresher programme every six months.

Recruitment Procedures—An Appraisal

6.75 A quick survey of the recruitment machinery and procedures at present in vogue in different parts of the country revealed broadly the following picture:

(i) Recruitment to senior positions at the secondary level such as headmasters[2], principals, Inspectors of Schools is normally made by the State Public Service Commissions. In some States Teachers Service Commissions have also been set up to recruit secondary teachers for private institutions on the grant-in-aid list.

(ii) Recruitment of elementary school teachers is generally made by Selection Committees constituted on an ad hoc basis or for a specified period of time at the State, District (Zilla Parishad) and lower (Panchayat Samiti) levels. These Committees consist generally of Education Officers, experienced headmasters and one or two experts from outside and in the case of private aided institutions commonly include the head of the institution and a representative of the management.

6.76 In most of the selections names of candidates are usually sought from the Employment Exchange or

[2] See also paras 6.85 of this Chapter, 10.15 to 10.21 and 10.28 of Chapter X.

sometimes by advertisement or both depending upon the need and the Government rules on the subject. Reservations are made for scheduled caste, scheduled tribe and backward class candidates as per statutory regulations.

6.77 While following any one of the above modes of recruitment, in several States the candidates are required to appear for a written test. Usually the weightage given to the written test is more than 50%. The weightage given to qualifications, experience, and achievement in the written test in some cases is fixed at 80% with 20% of the marks reserved for interview. Where there is no provision for a written test, it is not uncommmon to prescribe a marking scheme for evaluating the qualifications of candidates on the basis of their performance in different public examinations, and for determining the weightage to be given to interview.

6.78 Our feeling is that in the absence of reliable tests, of general ability and aptitude for teaching, in most places there has been a tendency to go primarily by the qualifications of the candidates as recorded in their certificates. Since examinations and instructional standards all over the country have been falling steeply for many years now, and as these have ceased to be comparable from one part of the country to another, this is altogether a very uncertain basis on which to judge the suitability of candidates. Apart from general ability and physical fitness, in our opinion, a suitable candidate must also possess high proficiency and competence in the subject of teaching, good linguistic ability and communication skills good human relations and love for children.

6.79 We realise that, except in the armed forces, there has not been in this country any sustained and systematic research to develop reliable tools to assist in a proper assessment of the teacher's personality. But that is not surprising, considering that we did not see during our tours of duty much evidence of a clear awareness or understanding of priorities in education and psychological research in progress in different parts of the country. There are a number of institutions at the centre and in the States, meant to promote research and disseminate research findings in education. Some of these institutions have also done some work in the measurement of intelligence and other personality traits but the record is scrappy, and it has not made much of an impression on the existing practices of selection and training of teachers. Our research programmes need to be better informed and guided by a much clearer perception of this nation's needs in practical and applied research. We recommend that this matter should be high on the agenda for these organisations, and that they must receive every encouragement and support so that within a short period of time of 5 years or so at least the basic tools of general ability and aptitude for teaching and related variables become available for use in Hindi, English and the regional languages. In the meantime there should be a series of planned central and regional conferences of psychologists, mental measurement specialists and educationists to work out a set of practical guidelines to help the Teacher Selection Committees to do their selection jobs more objectively and scientifically.

6.80 In view of the enormous importance of selecting the right type of teachers we are of the view, as in fact was indicated earlier on page 34 that a beginning could be made, wherever it is possible, to recruit a teacher first, after completion of the twelfth class or graduation as the case may be, and then send him for training to a training institution or College of Education. Our hope is that with a job assured some talented youths may feel drawn to join the profession.

Towards Decentralisation[1] of Recruitment

6.81 There is hardly any need to comment individually on the merits and demerits of different recruitment procedures in use in different States. Depending upon tradition, political circumstance and administrative need, these are bound to vary from one part of the country to another. And so long as the procedures do not militate against the time-honoured principles of fair play, impartiality and objectivity, we welcome such variety and have nothing to say against it. But we do wish to raise an issue here which in our opinion, goes to the very heart of the matter. The question is: who will select the teacher ?

6.82 Many teachers and teachers' organisations have been adamant that the recruitment of teachers in the private schools should be taken out of the hands of their managements and entrusted directly to the government. In fact, this is what has been happening already in some places. But nowhere in the States where this has been arranged already, did we come across any evidence that, apart from giving a greater security of service to the teachers, this had also served to improve or help education. On the other hand, we saw many a situation where direct government management and centralisation had only served to increase bureaucratic control, causing endless delays in decision making. We came across many situations where vacancies in schools had remained unfilled for months on end, and as far as we could make out, no one seemed to have worried too much about it. With the advent of centralisation in the recruitment of teachers, regrettably enough, teachers have become so

[1] See also paras 10.10 and 10.24 and 10.25 of Chapter X.

"secure" that they sometimes give an impression of being "about the law" with hardly any interest left in their teaching work. The condition of 'transferability' which centralisation invariably brings in its wake, makes political interference a matter of daily occurrence. What we are really witnessing in our schools today is an open clash between the 'momentary' service interests of teachers and the long-term educational interests of children in whose name the nation maintains and runs its educational system.

6.83 We are aware of the many good government schools working in different States. In one State our attention was drawn to a good Public School run by the government. However, we are convinced that the performance of the average government school is far from satisfactory. Perfunctory teacher supervision and indifferent teacher performance have become very common. We have, in fact, reached a stage where the whole issue of school control and management needs to be looked at de-novo. Our very clear impression in many places we had occasion to visit was, that if we want to give good education to our children of which they will be proud when they grow up, and if 'excellence' and 'quality' are not to remain mere words or pious expressions, it should be the endeavour of government from now onwards to shift the control and management of government schools to a more direct administration by their heads and local communities. It must be recognised that voluntary effort and private management[1] have been some of the greatest traditions of education, formal as well as non-formal in this country, and even today most of our outstanding institutions operate under non-Government managements.

6.84 We have seriously considered whether voicing such an unconventional view will not possibly give rise to a sharp controversy, but then when we realised that what was at stake was nothing less than the education and future of our children, we had no difficulty in deciding that this was a risk worth taking. In our judgement there should be planned effort at decentralisation of recruitment of teachers in our schools, the ultimate goal being the making of the headmaster fully responsible for the appointment of his staff. Gandhiji[2] had seen the issue more clearly than anyone else; but he was too far ahead of his times to have been appreciated and taken seriously by the generation of educational planners and decision makers that followed.

6.85 If we want to improve education, the first thing we have to do is to strengthen the position of the headmaster[3]. In many institutions, public and private, the headmaster is no longer the guide, the planner, the builder of bridges between the school and the community, and the leader he ought to be; he is a mere spectator with the role of a clerk, pushing papers with hardly any share in decision making. He has no authority to appoint a good teacher, or to send home a bad one; he is a hirling, a mere cog in the wheel. If we are not prepared to strengthen his position with sufficient authority and financial powers, it matters little how many new schools we open every year, or how much more money we put into our institutional and departmental budgets, for our children will continue to be denied the right to good education. All this only serves to underline the critical importance of appointing only such persons to posts of headmaster who have the right character, learning, ability and commitment. Our views on how such appointments should be made and our concrete recommendations on the least that needs to be done immediately to strengthen the position and authority of the headmaster will be presented in the last chapter.

1 See also para 10.10 of Chapter X.

2 "Self-government means continuous effort to be independent of government control, whether it is foreign ment or national government".

3 See also paras 6.75 of this Chapter, 10.15 to 10.21 and 10.28 of Chapter X.

CHAPTER VII

Training of Teacher

7.01 The training of teachers demands our urgent attention. What obtains now in the majority of our Teaching Colleges and Training Institutions are woefully inadequate and in the context of the changing needs of India today.

7.02 The minimum requirement of any training programme is that it should enable the trainee to acquire the basic skills and competencies of a good teacher, such as; the capacity to manage a class with pupils of varying abilities; to communicate ideas logically and with clarity; to use the technology available to make teaching effective; to organise educative experiences outside of class and to learn to work with the community and help the students do so.

The New Teacher

7.03 Apart from these normal expectations tomorrow's teacher, the New Teacher we have in mind has to translate the national goals listed earlier into educational actions. He has to communicate to his pupils the importance of and the feeling for national integrity and unity; the need for a scientific attitude, a commitment to excellence in standards of work and action and a concern for society. He cannot do so unless he is committed to these values. At a global level he has to have an understanding and appreciation of the human predicament : population explosion, environmental pollution, the threat of a nuclear holocaust and the quest for world peace. Nothing is more imporant in educating teachers than to make them imbibe the right attitudes and values besides being proficient in the skills related to teaching. We have more to say on this later in this chapter.

An Integrated Course

7.04 If teacher education is to be made relevant to the roles and responsibilities of the New Teacher, the minimum length of training for a secondary teacher, in our judgement, should be five years following the completion of class 12. During these five years, the courses should be so structured as to enable both general and professional education to be pursued concurrently. Such an integrated programme spread over five years will give the much needed time and sustained intensity of experience to produce the kind of New Teacher this country needs.

7.05 We are aware that at present most of the training courses for the secondary teacher are one-year programmes, and currently there does not appear to be much enthusiasm to extend their duration sufficiently to ensure training of high quality. In view of this we would suggest that to begin with we may have an integrated four-year programme which should be developed carefully taking into account the experience of the four-year integrated courses now available at the Regional Colleges of the NCERT and at one or two other centres. The four-year course can, if necessary, be made into a five-year programme at a later date, after the model of professional courses in medicine, engineering and law. We recommend that each state may make a beginning by introducing during this Plan period at least one four-year integrated College of Education. Secondly, it may also be possible for some of the existing Colleges of Science and Arts to introduce an Education Department along with their other programmes allowing for a section of their students to opt for teacher education. This would help the utilisation of the infrastructure now available in these colleges, thus avoiding initial capital costs.

7.06 Earlier, we had suggested a credit system, linking all the sub-systems of education into an articulated whole. There is a tendency on the part of Universities not to grant equivalence to the four-year integrated course, for purposes of further studies in the subject offered at the post-graduate level. This is a bottleneck which must be removed, if the four-year course is not to run a ground on account of the rigidity of admission rules. We suggest that the planning of the contents of the four-year integrated course should be done in consultation and with the approval of the appropriate university faculties so

that equivalence is maintained and upward mobility assured without sacrificing standards.

7.07 The infrastructure for a four-year integrated institution will include building accommodation, furniture and equipment for four-year programme, adequate library facilities and additional faculty. Our understanding is that taking into consideration the present level of prices, nothing less than Rs. 20 lakhs will be needed for each institution to build and improve its physical facilities.

7.08 As far the recurring costs of additional faculty, we suggest that from the second year on, there should be on an average an addition of 7 staff members every year. Assuming an additional enrolment of 100 trainees[1], this will come to a teacher-trainee ratio of 100/7 (14.3) which we think to be just the right ratio. Our impression is that a good competent teacher educator will easily cost Rs. 2000 per month today. This will mean a recurring expenditure of Rs. 24,000 per annum for every additional member of the faculty during the Seventh Plan period.[2]

The One-year B.Ed. Course

7.09 The existing one year B.Ed. courses must be made effective both by lengthening the time available and by revamping the current courses and curricula. Today most Colleges of Education are, in effect, reported to be working for not more than 170-180 days in the year. We are of the view that the two summer months may be added to the academic year ensuring a working year of atleast 220 days. An increase in the working hours per day may also be considered. We are aware that in some places this will entail the appointment of additional staff and a restructuring of the programme of studies allowing sufficient time for practical work in the school and community. But the urgency is such that the extra costs and other implications of the reform have got to be accepted.

Training of Elementary Teachers

7.10 On the same principle there is need to review the existing structure and duration of courses available for the training of elementary teachers. In the first place the elementary teacher has often to teach not only the primary classes 1 to 5 but also 6 & 7. In rural areas this has to be done in the most trying of circumstances, when, for instance, there is a single-teacher school or when two or three teachers have to manage several classes. Surely, a certain level of maturity is called for in handling such situations. A good grounding is also needed in school subjects and in professional education. Equally important is the need to give the elementary teacher the correct perspectives and insights into the composite culture of India and its national goals.

7.11 Current practices as indicated in the National Survey[3] of Teacher Education at Elementary level reveal a variety of practices:

(i) One year course after class ten . 8 States
(ii) Two year course after class ten . 13 States
(iii) Two year course after class twelve 7 States

Considering that the elementary is so crucial a level we are strongly of the view that the professional training for the elementary should begin only after the *twelfth* class and the training should be of atleast two years duration.

Integrated pattern for Elementary Training

7.12 Parallel to the four-year integrated course we have recommended for the secondary teacher, we see the possibility of developing a similar four-year training programme for the elementary teacher after class ten.

7.13 Again this could be made attractive for the prospective teacher by a built-in provision for upward mobility. The elementary teacher so trained ought to be able to join, at any point of his career a college of education offering a four-year integrated programme for secondary teachers at an appropriate level and complete his degree in education with additional bridge courses where necessary. A flexibility of approach and provision for vertical mobility should be the guiding principles.

Selection of Trainees

7.14 We find that trainees are generally selected on the basis of their performance at the school or the first degree level as the case may be, and an interview. In some B.Ed. colleges there are also written tests in addition. We are constrained to remark that selections are not being conducted with a kind of vigour they deserve because of political, social, personal influences operating in the field. Some of the characteristics to look for while selecting a teacher for training are:

a good physique;

linguistic ability and communication skills;

a fair degree of general mental ability;

general awareness of the world;

a positive outlook on life; and

a capacity for good human relationships.

1 Every year for 3 years beginning from the second year.
2 For Financial estimates see para 10.77 of Chapter X.
3 National Council of Educational Research and Training 1977.

A few of these can be tested objectively through tests and rating scales, but there are others that require well-designed interviews by a body chosen for their vision, impartiality and expertise in the field. Small group discussions have also proved a useful technique in judging capacity for listening to others, articulation, adaptability and leadership. The procedure suggested may take time but it would be well worth-while.

7.15 We realise that the preparation and standardisation of tests and other tools for measuring intelligence aptitude etc. is a highly specialised and difficult job for which the help of a National Testing Service will be required. Specific suggestions in this regard can be found in the last chapter.

7.16 One other suggestion that was made to us in our dialogues with headmasters and teacher educators was that some of the best schools in the country may be permitted to recruit first-class graduates/post-graduates and be given on the job training at the school. Their induction into pedagogical studies may be done in collaboration with the local teachers' college using the summer vacations, after which they could appear for the same B.Ed. examination or through correspondence courses or any other system that is locally-feasible. There appears to be some merit in this suggestion for it could help in making schools undertake responsibility for the improvement and training of teachers and also being an apprentice under a good headmaster and experienced teachers is an effective way of learning.

The Curriculum

7.17 To develop an integrated curriculum for teacher education is not an easy task. We suggest here the broad principles that may govern such integration and recommend that there be much wider discussion of these between the faculties of Colleges of Education and those of the concerned University Departments. We feel that several good models may emerge from such discussion. We are of the view that sufficient and careful preparation must precede the introduction of any new course. There has to be clarity on new curricular objectives and the new framework. Textual and reference material ought to be prepared in advance. Schools must be reoriented to accept the new pattern of apprenticeship training. Policies on educational methodology and evaluation at training colleges have to be evolved. Teacher educators will need to be reoriented. Community participation has to be sought. The preparatory work should, in point of fact, commence without delay.

7.18 The total curriculum of the integrated course as consisting of two elements that run concurrently : (i) general education, (ii) professional preparation. Both aspects of the total education of a teacher are important enough to merit proper weightage in the schedule. All the same in our opinion in the professional preparation of a teacher much greater stress needs to be laid on the attainment of practical skills than is prevalent now. Further elucidation of these points follows.

General Education

7.19 General Education, in our judgement, may consist of : (i) Study of languages (ii) Study of three or four disciplines from among subjects taught at school as, for example, physics, chemistry, biology, mathematics, history, geography, literature etc. (iii) Seminars, projects, study visits etc. relating to the trainees' understanding of the national goals referred to earlier and their implications for education.

Languages

7.20 The objective of learning languages should be to develop skills of communication. Sufficient practice in the language skills—listening, speaking, reading and writing should, therefore, be given to enable the trainee to gain confidence in using the language as a medium of instruction at school.

7.21 At the core of the programme of studies during these years will, of course, be a rigorous and thorough pursuit of knowledge in three or four disciplines of the trainee's choice: mathematics, physics, chemistry, history etc. and including subjects like *social studies* and *general sciences* which are normally not taught at the undergraduate level but are so essential at school. The integration of subjects like history, geography and civics into 'Social Studies' hardly takes place in school because they are not studied in an integrated manner at College. It is, therefore, suggested that those may be some of the innovative programmes to be developed and offered by a college of Education as part of its normal curriculum.

Helping Trainees Internalise Values

7.22 We have stressed elsewhere that the development of the right attitudes and values is the essence of education. These young future teachers must be helped to internalise the values we consider essential. This can be done, firstly, by creating an atmosphere of seriousness of purpose in the college and by example. Every opportunity should also be seized both within the curriculum and through an imaginative programme of co-curricular activities to expose students to the variegated streams of Indian

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culture as expressed in the folk tradition, in music, art, dance, drama and architecture, and to introduce them to the universal culture of man living in other lands. It is during these years that a concern for the earth and its resources, and a feeling of kinship with nature can be fostered through observation and discussion.

7.23 The trainee needs to be sensitised also to many small but important things take order and punctuality, hard work and discipline, consideration for others, co-operation and team spirit, concern for the weak and the disadvantaged and care for children. Qualities of responsibility and initiative are imbibed when opportunities are provided for them to act responsibly in situations and organise competently. Camps, excursions and outdoor activities must form part of the training curriculum. All this must be done non-competitively for competition encouraged the way it is done in our schools, can be very destructive.

7.24 We have stressed in Chapter 1 the need for a scientific attitude of mind. The importance of this for the prospective teacher cannot be over emphasised. Through tutorials and small group discussion, through personal contact in the hostels or at colleges they must be helped to shed their prejudices, blind beliefs and superstitions. They must be helped to learn how to listen to each other, how to question and enquire, how to doubt, reason and discover.

7.25 For this to happen a spirit of understanding and openness must permeate the entire atmosphere of the college. This calls for the highest discipline on the part of the staff. It also requires that the administration of the College must be open and free of the barriers of artificial hierarchies. Values are best learnt through the mirror of human relationships. Staff relationships must permit dialogue, sharing and a spirit of understanding among themselves and with their students. The dignity in conduct of every single teacher educator is important. Much depends also upon the commitment of the Principal and his capacity for leadership.

7.26 Orienting the future teacher toward working for the community in a very real sense is important. At present there exist in many colleges some theoretical courses on community development providing for very little practical work at the fringe. This will just not do any more. Intending teachers must be helped to accept inward responsibility for a role that extends beyond the walls of the classroom to the neighbourhood, to the poorer and weaker sections of society, to the eradication of illiteracy amongst children and adults, specially women. Strategies have to be worked out so that such involvement in community work becomes an intrinsic part of the formal training for teachership. The College of Education ought to become the main force behind developmental programmes for the growth of the community by encouraging the development of educational complexes around itself and working with and through a network of schools and colleges. The help of social scientists and social workers who have experience of field work may be sought where necessary.

Professional Preparation

7.27 The professional preparation falls into three categories :

(1) the study of education as a discipline;

(2) practice of teaching or internship in a school system;

(3) learning other practical skills.

Study of Education

7.28 The study of education occupies today the predominant position in the training programmes. While it is important to give the trainee a background and perspective on education there is a strong case for streamlining the course. An understanding of the meaning and significance of education in the context of contemporary social and economic forces, a study of educational psychology on exposure to the emergent problems of Indian education, have been suggested for inclusion by many teacher educators. We recommend that Committees of Courses and Curricula of various Universities should hold wide-ranging discussions and develop several models for the study of education in the integrated training pattern.

7.29 Furthermore new textual materials and reference books specially in the Indian languages need to be produced. Existing reading lists are to be updated to include the educational thought of contemporary Indian and world thinkers. Discussions, tutorials, seminars, projects should be encouraged to stimulate thinking.

Content-cum-Methodology

7.30 Another aspect of the course that is very weak goes by the nomenclature of 'Methods of Teaching' or 'Content-cum-Methodology of Teaching' school subjects. The intention of the course is to induct the trainee into the techniques of teaching a subject to a class and to offer him some remedial help, in the content of a subject where needed. Unfortunately this is the weakest link in the chain. Mere

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lectures, on ways of planning a lesson or techniques of teaching and testing however good do not lead the trainee far. Teachers will teach in schools as they are taught in Colleges of Education. Teacher educators must face the fact that the present methodology they themselves use in teachers' colleges is completely obsolete and irrelevant. If school teachers are expected to bring about a revolution in their approach to teaching a subject at school, that same revolution must precede and find a place in the College of Education. It is common knowledge that our teachers have to learn by the time they join their first posting, the art of dealing with large classes of differing abilities, ways of making group-work effective, techniques of teaching remedial groups, means of preparing effective learning materials, the art of using a variety of educational aids, ways of testing children's abilities and so on. Teaching is a complex net-work of skills and methods. The classes in Methodology of Teaching, as we view them, should *demonstrate* these methods and afford an opportunity for pupil-teachers to learn from experience how they have to teach at school. There has, therefore, to be a radical departure from set procedures prevalent in the teaching technologies of training colleges themselves. There can be no half-way measures.

The Use of Educational Technology[1]

7.31 One of the essential features of this departure will be in the extensive use that a training college is prepared to make of educational technology as a means of learning both during the period of training and at school. Every college of Education must be provided with a complete set of hardware available in the country, in fact two or three sets if possible. These include audio and video cassettes, radio and television, slide projector, epidiascope, over head projector, film projector 8 mm; 16 mm, and the computer. And should not be kept locked up.

7.32 Two aspects of media-based education are of relevance both to teacher-educators and their pupil-teachers.

One : they must be acquainted with every aspect of the hardware sufficiently enough to attend to their maintenance and repair themselves and not wait for a technician to put them right;

Two : they should be familiar with the sources from where to get the software and plan linkages with the curriculum. It should be one of the functions of the Central Institute of Educational Technology of the NCERT to assist Colleges of Education in dealing with both these aspects. Not only should they prepare educational software themselves in collaboration with the best teacher-educators and teachers in the country but would do well to accept a clearing house function, as well, to disseminate information on the role of various agencies. The training of key resource persons is another responsibility that has to be undertaken by them. Since the number of colleges of Education in the country is nearly 500 it should be possible within the next five years to have a technologically competent cadre of teacher-educators in each College of Education. In our judgement this matter must receive high priority.

[1] See also paras 7.31 of this Chapter, 8.16 and 8.49 of Chapter VIII.

Internship in Teaching

7.33 The insufficient time and attention being paid to the actual practice of teaching in schools is evident. It is common knowledge that the trainee is required in most parts to give 40-60 lessons, a small proportion of which are supervised. It is also common knowledge that the examiners appointed to test their skills are able to view each lesson for a few fleeting moments, unable as they are to find the time for leisurely assessments. Practice teaching as it exists now in most instances is totally inadequate and is not considered the most essential part of the preparation of a teacher. Most schools resent having to 'co-operate'. The system needs a thorough review.

7.34 In the first place the prevailing isolation between the Colleges of Education and the schools must end. The preparation of a teacher must be regarded as a joint responsibility of the co-operating school and the college of Education. This recommendation was first made by the Kothari Education Commission (1964-66) nearly twenty years ago but no attention has been paid to it. We have to realise that there has to be a constant dialogue between schools and colleges of Education so that the programmes are developed together and any misgivings that might arise are removed. School teachers should also be invited to at Colleges of Education to give demonstration lessons and share their rich practical experiences with the young trainees. The State Departments of Education must give them co-operation in creating a climate conducive to such college-school interactions. Schools must be induced to welcome the pupil-teacher during the period of internship at their places. The whole-hearted co-operation of the Principals must be sought and they must in turn inspire their experienced teachers to take

up this responsibility as part of their professional obligation. Orientation courses should be held at the College of Education prior to the internship period bringing together the pupil-teacher, the co-operating teacher and the co-operating Principal where the entire programme can be discussed and its details worked out together. The help of the school should also be sought in maintaining a complete record of each trainee's work and attendance which will contribute toward the final assessment of a pupil-teachers performance.

7.35 Apart from learning, the skills related to teaching a subject we would expect a trainee to gain experience during internship in the other roles expected of a teacher outside class; for example, the organisation of co-curricular activities and working with the community.

7.36 We have preferred to use the word 'Internship' as is vogue in the Regional Colleges of Education because it is a much more comprehensive concept of the trainee's work at the practising school than is the word 'practice teaching'. A shift from the position of giving a set number of stray lessons to one of apprenticeship is indicated. The duration of internhip at a school should be not less than 4 weeks in the third year of study and not less than 8 weeks in the fourth year of study at the College of Education. We would expect the student to have had some exposure to observation of lessons in the Demonstration school during the first two years.

Other Practical Skills

7.37 The student teacher must learn several skills demanded by his role. These include simple things like black-board writing, drawing, improvising aids to learning, using technology etc. They also include proficiency in organising co-curricular activities in school for every teacher is expected to contribute to one additional area of interest at least. The college must, therefore, provide for experiences to improve the trainee's own talent in dramatics and debates, music and dance, games and sports, creative writing, poetry reading etc.. We suggest that ordinarily not less than two hours a week should be allotted to co-curricular activities.

Supervision and Assessment of Internship

7.38 Internship has to be supervised closely. It has to be done both by the subject specialist and the Education Faculty. So important is this task that we would expect all the senior members of the college staff to participate fully and not relegate it to the junior staff alone. A supervisor, we are told, can supervise some 10-12 pupil teachers well. Such supervision has to be thorough and provide for pre-lesson and post-lesson discussions enabling a daily feed back on pupil-teachers' performance both in and out of class.

7.39 The faculty must evolve the right tools for assessment of pupil-teachers' performance in class and also take into account such factors as attitude to work, industry, earnestness, love for children etc. Proper records have to be maintained showing a student profile of growth over the period of internship. Assessment must be fair and be accepted by the trainee as just. It is good practice to advise the trainee to evaluate his own growth from time to time. Close supervision of internship calls for hard work and sensitive handling of young trainees.

Internship in the B.Ed. Course

7.40 In the case of the one-year B.Ed. prgoramme there should be minimum of 6 weeks of internship at school preceded earlier by a general introduction to the life and work at school for about one week. This is to ensure that no time is spent on this during the six week internship. The emphasis in the one year B.Ed. programme has obviously to be on the practical elements of the professional preparation of a teacher. An attempt at restoring this balance between educational theory and practice was made by the NCTE when it put forth its "Teacher Education Curriculum —A Framework" in the year 1978. Even that framework now calls for further revision based on the experience of the B.Ed. colleges that have tried the same, and the new demands on the teacher. We recommend that the Board of Studies in Education of various Universities and Teacher Education Boards of SIEB/SCERTs, may apply themselves to the task urgently in collaboration with the NCTE.

The Teacher Educator

7.41 Teacher educators required for the integrated four-year courses have to be drawn both from people highly competent in the disciplines of the various school subjects, for example, post-graduates or those with doctorates in physics, chemistry, history and so on and from personnel trained in education as a discipline i.e. educational psychology, philosophy or sociology. In addition the Education staff should have atleast a B.Ed. degree. Alternatively if the M.Ed. courses are revised and made more meaningful then, a graduate with M.Ed. might serve as sufficient qualification provided the lecturer has had some teaching experience. In the case of subject specialists too we feel that some teaching experience at school should be acquired while on the job through systematic

involvement in the demonstration or cooperating school. This category of staff must be open to new educational ideas in the methodology of teaching and not merely follow the uninspiring methods now practised in under-graduate classes. Much of the success of integrated courses will depend upon the extent and range of interaction and co-opration that is encouraged and sustained between these two groups of staff. Without this an integrated programme is meaningless. The need for their continual inservice education must also be recognised and arranged for so that the College of Education is part of main stream of the academic life of a University.

7.42 One defect that has come to our notice in the existing staff pattern of the B.Ed. college is that some Lecturers handling the course 'Content-cum-Methodology' of teaching a particular subject are not post-graduates in that subject. There are also colleges where such Lecturers are asked to train students in more than one subject studied at the first degree level. In our judgement a B.Ed. college should offer only those subjects for a trainee's specialisation for which they have staff with a post-graduate qualification in that subject. Trainees also should not be permitted to specialise in the methodology of teaching a subject at school unless they have studied that subject atleast up to the graduation level. Some very strict steps have to be taken immediately in regard to augmenting the staff of B.Ed. colleges keeping the trainee's needs in view. The possibility of the Centre giving additional grants for this purpose should be explored so that a basic principle is not lost sight of on account of paucity of funds or low priority being attached to qualitative improvement.

Need for Proficiency in Skills

7.43 In a highly skill-oriented approach to teacher education the question of the teacher educator being himself proficient in the many tasks expected for the trainee assumes significance. We are envisaging the maximum exploration of educational technology[1] in our schools but this will become possible only if our teacher educators familiarise themselves in the use of this technology. They must themselves be trained in the service and maintenance of the hardware and they must be knowledgeable about the available resources in software. Where possible they must contribute to the development of software. Mere lectures on the merits of educational technology will serve no purpose.

[1] See also paras 7.31, 7.43 of Chapter, VII, and 8.49 of this Chapter VIII.

7.44 Then again in the matter of working with the community it is the teacher educator who must provide inspiration to the trainee by example and by taking actual leadership in the community, in bringing children to school, in devising ways of retaining them, in promoting adult literacy programmes, and other activities involving rural health and sanitation. Likewise there is the whole untapped area of co-curricular activities—art and crafts, creative drama, trekking and excursions, interest clubs for history, ecology etc. It is relevant to ask how many of our teacher educators take a genuine interest in developing this aspect of a trainee's education and how many would take the trouble of acquiring some of these skills themselves so that they can contribute effectively towards out of class activities. Colleges should consider deputing their staff to get such training at workshops specially conducted for them. The help of the Bal Bhavan, the National School of Drama, the National Film Institute and other agencies at State level or Voluntary organisations may be sought in organising these workshops.

Elementary Training Curriculum

7.45 (i) What we have described in the foregoing paragraphs as essential elements of teacher education at the secondary level is equally relevant for the content of elementary teacher preparation. Some emphasis will change, for instance, in giving the trainee sufficient proficiency in the 'content' area the approach should be diagnostic and remedial. We would expect the intending teacher who has gone through a 12-year study at the senior secondary high school to be reasonably proficient in his command over the basic subjects to be taught at school : languages and mathematics in the first place, environmental studies or social studies and general science up to class seven. He will need only remedial assistance through tutorials in some of the areas so that by the time he leaves the institute he is equipped to handle all subjects with confidence.

(ii) Sufficient emphasis need to be given to the mastering of language and communication skills. A systematic exposure to children's literature available in English and all Indian languages is essential to develop a feeling for language and wide reading habits. Proficiency in reading and writing skills including a good handwriting—need to be emphasised.

(iii) Value orientation of the future teacher along the lines indicated earlier is equally important and must form part of the training programmes.

Professional Preparation

7.46 The approach to professional preparation at this level needs to be skill-based. The study of pedagogy should be confined to giving the pupil-teacher a broad perspective on education and helping him to relate these principles to actual practices.

7.47 A great deal of dead wood in educational courses needs to be cut down saving time for the acquisition of practical skills. Broadly speaking, educational psychology and child development, educational principles and problems of a developing society may prove to be quite sufficient to give the trainee a background of basic postulates. Here again we find great paucity of standard educational literature in the Indian languages and recommend that a time-bound programme be launched for the preparation of a minimal corpus of original literature tapping all the sources in each Indian language.

7.48 The practical skills a future teacher has to be equipped with have to be relevant to the kind of radical reform that we intend to bring about in the Indian elementary school. A close look at the present practices in some of our primary and elementary schools reveals that they are completely cheerless, drab and depressing not only physically but emotionally and psychologically. Children are often pushed into being highly competitive right from the earliest years at school, awed or cowed down by the presence of an authoritarian teacher, children sit still, row upon row, and are often punished if they but move. There are large numbers in some classes, even 60 sometimes. They learn by rote and forget easily and are rarely encouraged to ask question.

7.49 We have to repeat what seems to have been forgotten that our elementary schools should be places of joy and cheer, play and activity. Children ought to be asking questions, discovering learning with a sense of wonder. At this age they learn most by listening, by observing, by discovery. Their explorations into language and number unravel to them the mysteries of their little world. They discover that mathematics is perfect order. Science is learnt by doing, experimenting, enquiring. History for them is the story of man, geography a travel into space. They express themselves best through mime and movement, music, dance, improvisation, creative drama, art and crafts. They create the most exciting things with their hands. They love to go to school because they are unafraid and free. That is our picture of what the school of tomorrow ought to be, of what the New Teacher should be capable of bringing about.

Skill-based Training

7.50 To make this possible the revolution in attitudes and curriculum must start at the Elementary Teacher Training Institute. The intending teacher learns a variety of skills by actually doing them. The teacher eduactor, in turn, must be well-versed in the skills himself and provide opportunities for his students to learn by actually doing, practising, making errors, relearning. You learn the art of story telling is fast dying out by telling stories. You learn how to recite a poem by reciting, how to write on the black-board by practising writing on the black-board, how to use the new technology by using it and so on.

Awakening Aesthetic Sensibilities

7.51 The awakening of aesthetic sensibilities in the early years of schooling and learning the use of listening and observation are integral to a complete education and the pupil-teacher must be made aware of a child's potential. He has to be introduced to the world of art, craft, music, dance, improvisation and creative drama and participate in them himself ; to the world of children's play and games ; to skills of the hand using a variety of media-clay, paper, jute, bamboo, cloth, etc. Our schools do not seem to have any awareness of the educational value of the rich craft traditions that are found in abundance everywhere, which in a way is sad commentary on the school's relationship with society.

Internship in Teaching

7.52 The most crucial part of the training which, we are sorry to note, is the most neglected, is that of practice teaching. The practice largely is to prescribe a set number of lessons to be given 15 lessons or so in a subject. Here again we must move away from the practice of giving stray lessons to the more comprehensive one of internship as explained earlier. Our considered view is that the concept of training through stray lessons must give way to one of internship in teaching. Ample use must be made of the demonstration school for observation of lessons and for demonstration lessons by teacher educators, and the trainee should be expected to teach in a co-operating school for not less than 6—8 weeks in the first year and 12 weeks in the second. The skills listed above are best learnt on the job. These lessons must be supervised properly and pupil teachers guided each day. They may start with one or two lessons a day but are gradually expected to stay the whole day during internship and take on the full responsibility of a regular teacher taking several classes during the day and

learning community related skills as well. Internship should be well-planned and thorough and form the core of the training programme.

The Teacher Educator

7.53 The staffing pattern of most elementary teacher training institutes leaves much to be desired. The Principal is a senior trained graduate with experience of teaching and he is assisted by two or three other trained graduates, usually one in the sciences and one in the social sciences. There is a language teacher and instructors for arts and crafts, physical education and a librarian. There are no specialists to teach the pedagogial courses nor are the staff handling content-cum-methodology of teaching the different school subjects specialised in these areas. They themselves did their B.Ed. some years ago and were, perhaps, not exposed to the kind of training they are expected to give now to their pupil teachers. In our opinion, there is a case for reviewing the staff requirements in view of the need for specialists particularly in areas like mathematics, languages, sciences and social studies. We are of the view that one good way of meeting this demand is to encourage secondment of outstanding primary teachers to the training institute for a period of about 2-3 years. This should be a coveted promotion and considered an honour by the teacher. His practical wisdom would be of immense benefit to the trainee.

7.54 It has also been suggested by many that the qualifications of the staff of the Elementary Training Institute be upgraded to that of a lecturer in Education viz. a post-graduate degree in any school subject with a B. Ed. Training. We are of the view that this is a desirable step and efforts may be made to move in this direction. There is also need to build up a cadre of experts in the field of primary elementary teacher education through modifications of the existing B.Ed. and M. Ed. curricula, through advanced inservice courses and through correspondence courses etc.

Transfers of Teacher Educators

7.55 A practice which has given us much cause for anxiety is that of transfers that are made to the Elementary Training Institute. We are told that often, barring some exceptions, the least effective Deputy Inspector of Schools or officer of same rank is transferred as a teacher to the elementary training institute as this is supposed to be an easier job ! This we feel is no way of attaching any significance to teacher education so critically important for the qualitative improvement of education. We cannot recommend too strongly that this practice must be stopped forthwith. If necessary there should be a separate cadre for the staff of elementary training institutions of SCERT and allied organisations that form the academic wing of the State Department of Education. We would urge State Departments of Education to give serious consideration to protecting the academic climate of training institutes.

7.56 The staff patterning and qualifications required of SCERT personnel also need to be looked into in most states. These institutes appear to have the highest potential for monitoring programme of academic improvement and besides freedom to innovate require administrative and financial support. They should be made responsible for all inservice programmes related to school education.

7.57 The inservice needs of elementary teacher educators through programmes designed to update them to meet the many challenges of school education today, have to be met, in large measure, by the NCERT through its Regional Colleges of Education. These colleges would do well to build up sufficient expertise in this field drawing from the best available resources in the States particularly in the regional languages. If all that we have recommended in the earlier pages is to be realised the urgent need for the qualitative improvement of the teacher educator who holds the key to this revolution must be recognised and squarely met.

Correspondence Courses

7.58 The question of the dilution of the standards of the B.Ed. training on account of the mushrooming of Correspondence Courses was brought up time and again in our discussions with Headmasters and teacher-educators. There are two aspects to this problem. Distance education as a technique of learning has much to command itself for a country of this size and variety of problems as India. Correspondence-cum-contact courses are being used effectively in many other countries even for professional courses. In principle we have nothing against correspondence courses. Instead in certain situations they are to be welcomed. In practice, however, where institutes or universities have introduced correspondence education as a mere commercial venture we have no doubt, they are doing great disservice to the nation, and steps must be taken to have them discontinued if the concerned authorities are unable or unwilling to replace them by better organised programmes.

7.59 We have advocated a highly skill-oriented training which includes an intense course of internship in a school, the learning of skills related to

teaching, to enrichment activities and to working with the community. It is certainly conceivable that correspondence-cum-contact programmes of training or summer schools-cum-correspondence courses could be so organised as to permit the student to do independent study of the theoretical courses and not miss out one the practical aspects of such training. But doing so would involve a reasonable infrastructure, meticulous planning of practice teaching with the help of a network of schools, careful supervision and guidance and the assurance that the acquisition of skills will not be watered down. States that still have a backlog of untrained teachers may have to be taken recourse to such measures.

7.60 We see the place of correspondence-cum-contact programmes in promoting a variety of inservice programmes and in updating knowledge of teachers and teacher educators. The area of shortage of teachers are mathematics, science and English. The areas where teacher educators need upgrading are in the content of several subjects. Much help can be given and improvement achieved through well articulated correspondence lessons and assignments. If these led to certificate of proficiency they would act as additional incentives.

M. Ed. Course of Studies

7.61 The present course is a one year programme after the B.Ed. course. There appears to be a general dissatisfaction among educationists with this course. It is felt that it does not have the rigour that a Master's degree ought to have nor is it designed to meet any clear professional ends.

7.62 An M. Ed. degree continues to be in most places a requirement for positions of lecturers in colleges of education affiliated to universities. But the course does not deepen insights into the Indian educational scene, nor does it give a global understanding of crucial educational issues. It does not, therefore, meet the needs of teacher educators who handle educational theory courses. There are hardly any specialised courses in Education, Science Education, Art Education, which could help both teacher educators and curriculum consultants. The programme clearly lacks a sense of direction.

7.63 It is also reported that the calibre of the students joining the M.Ed. course has deteriorated over the years; partly because those who go in for a B. Ed. degree prefer to take up a job immediately and also because the course has no vocational attraction.

7.64. The standard of teaching at the M. Ed. level too has been unsatisfactory. One of the reasons for this is the fact that many institutions that were confined to B. Ed. work, now offer an M. Ed. course because it is prestigious to be considered a post graduate institution. Unfortunately no strict norms determining the suitability of an institution for M. Ed. work are followed in practice. Taking all this into consideration we suggest that the M. Ed. course should be considered as an extension of the period of professional preparation and contain in it a high degree of specialisation. This means that there is a need for the present course to be thoroughly revamped to provide for greater specialisation. And further the course must be specifically geared to the preparation of (a) teacher educators(b) curriculum consultants for the SCERTs, Science Institutes, State Boards of Education etc. and (c) Inspectors, supervisors and administrators, to mention a few specific jobs in which expertise of a high order is required.

Standards and Quality of Training Facilities

7.65 Our attention has been drawn to the plight in which many of our elementary training institutions finds themselves in.[1] We understand that some of these institutions are housed in a three room accommodation only while some others carry on their work in abandoned buildings. A good number of them are residential but hostels, laboratories and staff quarters are not only inadequate but in poor shape. Considering the importance of science and mathematics in the schools of tomorrow and the place these two subjects must occupy in classes 6, 7 and 8, properly equipped science laboratories in training institutions are an absolute must but very few of these institutions meet this requirement. Libraries exist but library grants are generally small. Hardly any journals are subscribed to; nor are there any professional journals published specially for the elementary teachers. There is need for craft rooms to be much better equipped. A demonstration school needs to be attached to every training institute and also several co-operative schools. The entire system needs to be changed so as to provide for greater and more enthusiastic cooperation between schools and training institutes.

7.66 The physical resources of secondary training colleges are also far below the minimum required standards. The 1971 NCERT Survey on Secondary Teacher Education conducted makes dismal reading. Buildings are inadequate. There are hardly any science laboratories or workshops. Audio-visual aids and other essentials are scarce. We have in the

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country only 494 secondary training institutions. There is no reason why, given the will and necessary support, a good many of them could not become centres for excellence radiating inspiration and setting the pace for the entire school system.

7.67 Some norms developed by the NCTE for the physical and staff resources of elementary and B.Ed. (Secondary) institutions will be found in the Appendices XIII (xii). Even these norms in our opinion will need to be upgraded in the context of our stress on the acquisition of practical skills. Fresh norms have also to be prepared for the four-year integrated course, we have recommended. Some help will also be needed by existing colleges of Arts and Science if they are to be converted to colleges of education. We would urge the NCTE to take the initiative in this regard without delay.

7.68 We also suggest that the Centre should consider giving adequate financial support specifically for teacher education so that these become the kind of centres of excellence the country badly in need of.

7.69 We suggest that of the existing 494 training colleges at least 300 which are viable enough or deserving enough to be upgraded, should each receive, a non-recurring grant of Rs. 3 lakhs during the Seventh Five Year Plan period. Of the nearly 1000 training schools for elementary teachers, we suggest that at least 500 schools should be given a grant of Rs. 1 lakh each during this period to upgrade their physical facilities including library, science laboratory and equipment.[1]

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[1] For Financial estimates see para 10.77 of Chapter X.

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CHAPTER VIII

The Case for in-Service Education

Need for In-service

8.01 While the case for a radical improvement of the quality of pre-service education of teachers has been dealt with so far and cannot be denied its importance, that of providing for a continual and comprehensive programme of in-service education cannot be emphasised enough. With the explosion in knowledge, the revolution in the world of the media, with contemporary issues demanding urgent attention with values getting eroded, the need for helping teachers to keep abreast of things cannot be questioned.

8.02 As early as 1949 the University Education Commission stressed the urgent need for the institution of inservice courses and observed : "It is extraordinary that our school teachers learn whatever subject they teach before reaching the age of 24 or 25 and that their further education is left to experience, which in most cases, is another name for stagnation. We must realise that experience needs to be supplemented by experiment before reaching its fullness and that a teacher to keep alive and fresh should become a learner from time to time". This view has been further supported by the commissions that have followed. Yet we are constrained to observe that we have not made significant progress in mounting a comprehensive programme during the last three decades.

8.03 A beginning was made between 1955-58 by the establishment of 74 Extension Service Centres and 23 Extension Service Units attached to graduate training colleges. This was at the initiative of the Central Ministry in collaboration with the Technical Cooperation Mission of the USA. These centres were well-equipped and staffed and institutional improvement programmes were covered by each centre in about 100 to 300 schools, made feasible by the provision of a vehicle to the centre. In 10 years it is reported that about 40—50 per cent of the teachers and 60-67% headmasters of associated schools were covered. Study circles were also set up in Social Studies and General Science. Initially the expenditure was met by the Centre.[1]

8.04 The next important step was taken with the establishment in each state of the State Institute of Education (SIE). Their main function was to improve the quality of elementary education by orienting all categories of workers—teachers, teacher educators as well as members of the supervisory services. They also undertook the task of preparing suitable literature on education in the Regional languages for primary school teachers. A beginning was also made for the provision of correspondence courses for in-service training. Teachers deputed were treated on duty and paid travel and daily allowance. Some States have later expanded these SIEs into State Councils of Educational Research and Training (SCERT) and these organisations look after the inservice needs of the entire school system and that of primary teacher educators.

8.05 Today the NCERT is the main organisation at the centre that offers programmes for the qualitative improvement of education. Apart from initiating inservice courses related to national needs like population education, environmental education, science education, national integration, it has given a thrust to field programmes by establishing in collaboration with State governments, Centres for Continuing Education (CCE) which are located in teachers' colleges, junior colleges, higher secondary schools found suitable for the purpose. The expenditure is shared on 50-50 basis. There are at present 91 centres distributed as follows: Andaman Nicobar Islands 1, Andhra Pradesh 6, Arunachal Pradesh 1, Assam 2, Bihar 19, Chandigarh 1, Gujarat 3, Himachal Pradesh 3, Karnataka 12, Kerala 4, Maharashtra 7, Manipur 1, Mizoram 1, Meghalaya 1, Nagaland 3, Orissa 4, Pondicherry 1, Sikkim 1, Tamil Nadu 4, Tripura 1, West Bengal 3, Uttar Pradesh 12. They undertake training

[1] Status of Teachers in India (WCTOB). 1967.

programmes for primary teacher educators and for primary and secondary school teachers.

8.06 The Principal of the institution where the centre is located serves as an honorary director, and the resource persons are drawn from his institution and from neighbouring schools/colleges and paid an honorarium. Programmes are held in the evenings, during the week-ends, holidays and for one month in the summer.

8.07 These centres, we feel, should be reviewed and if found useful extended because of their potential for being meaningfully related to local needs.

The Magnitude of the Problem

8.08 In order to plan ahead and develop a comprehensive strategy the magnitude of the problem of Inservice Education of Teachers (INSET) has to be appreciated. According to figures available for 1981-82, the number of teachers working at the different stages were as follows:—

Primary	:	3,65,431
Middle	:	8,46,772
Secondary	:	6,76,437
Hr. Secondary	:	1,98,778
Hr. Secondary (old scheme)	:	66,400

The total teacher force, therefore, amounts to a little more than above 3 million. It is unfortunate that their continual further learning and upgradation has not become part of the work ethos of the teaching profession. We have not made it obligatory for every teacher to undergo inservice training as part of his professional growth. The SIEs and SCERTs which are the main agents at the State level find the resources available to them very limited for this purpose.

Present Inadequacies

8.09 There is today an absence of clear cut policies and priorities for inservice education. There has been no systematic identification of needs. The content and quality of programmes offered are generally poor. Strategies for training are vague and half-hearted. Not much emphasis appears to have been placed on solving the practical problems of teachers or meeting their educational needs. Inservice courses rarely result in the development of a corpus of instructional material that can be used by participants and other teachers. Hardly any use is made of new media and technologies. Administrative support for innovations is lacking as headmasters and superiors are not often involved in programmes where teachers are being trained in the use of new methodologies. The phenomenon of routine transfers finds trained personnel not placed in positions where they should use their training maximally. There is, therefore, urgent need for a thorough overhaul of existing practices. The qualitative improvement of inservice education must be given top priority. Its quantitative expansion must be planned most carefully. No good programmes should suffer for lack of funds.

The New Thrusts

8.10 What should be the new thrusts? How do we go about this enormous task? These are the questions that we must address ourselves to.

Identification of Needs

8.11 In the first place, the needs of teachers have to be identified at institutional and other levels and such inservice education arranged as will directly meet those needs. They may have to be remedial in nature, as for example, updating the teacher's knowledge in physics or geography; they may suggest new ways of dealing with classroom problems, as for example, dealing with multiple levels of attainment in a class or using a new media like the television; or they may have to sensitize the teacher to new areas impinging upon modern life, as for example, population explosion, environmental hazards, deforestation, alternate source of energy, proliferation of nuclear weapons and so on. Identification of teachers' needs and meeting them directly is of the first importance. For this the SCERTs/SIEs at State levels and the RCEs and the NCERT/NIEPA at the Centre should evolve a mechanism by which their feed-back from the school and the training institute and college is constantly made available. The SCERTs may initiate News Letters announcing areas of inservice they would be taking up during one academic term and inviting suggestions from institutions for further needs. It should be the function of the school Inspector to enquire into the inservice education availed of by each teacher, reasons for not availing of any and to insist on the continual education of the teacher being part of his service conditions.

Planning ahead of time

8.12 Programmes should be planned thoroughly well ahead of time. We tend to be careless and slipshod in whatever we do. To be thorough and meticulous in planning for a course being attended by a group of teachers is to show them the respect and consideration that is due to them. Papers have to be prepared by resource persons well ahead of time, reading lists and other materials mailed to participants before the course to stimulate thinking. Every detail should be

tended to so that the teacher comes well prepared th the proper mind-set to benefit by the course, ort or long. Conference and workshops should business like and the tone has to be set from the st hour eschewing all fan fare.

8.13 One practice followed by the Kendriya Vidyaya Sangathan in the organisation of their summer aining courses for teachers of all categories has me to our notices as worthy of consideration. In e first place the directors and resource persons of ch course are selected very carefully on the strength their academic and professional competence, orgasational and communicational skills. These resource rsons are provided an opportunity to meet together r a planning session of not less than 3 days well fore the beginning of the course. At this session e objectives, the course content and methodologies e worked out in detail with help from experts of the CERT and other concerned agencies.

hoice of Resource Persons

8.14 The choice of resource persons is important. xpertise and proven skills alone should matter. The stem should be flexible enough to allow the coeration of experts from various fields outside educaon like industry, agriculture, science, technology, anagement and the like. Media specialists have a rticularly important role to play today. Also univerty professors, educational experts, outstanding acher educators and teachers should be maximally ilised as resource persons. From our dialogues with achers in the country we are convinced that we have erywhere many dedicated teachers with excellent cords of service. Their co-operation in conducting service programmes should be welcomed for they n give the much-needed practical wisdom in bringing out change.

hanges in Methodologies

8.15 Methodologies adopted for inservice education ll for closer scrutiny. The resource persons selected ould meet prior to the actual course as suggested 8.09 above and plan the details most thoroughly. very course should be in the nature of a workshop manding hard work and include the preparation of structional and other material that can be used by e teacher when he goes back to school. No inservice urse should be of such a general nature that teachers el it is a waste of their time and energies. Practices at have been successful should be shared and class om methodologies that have failed discussed. Attenon should be given to solving the teachers' problems tisfactorily. New ideas from other countries could be evaluated and an openness of mind encouraged. The quality of inservice courses should be such as will themselves generate sustained interest for further improvement in the teachers' work.

Use of Educational Technology[1]

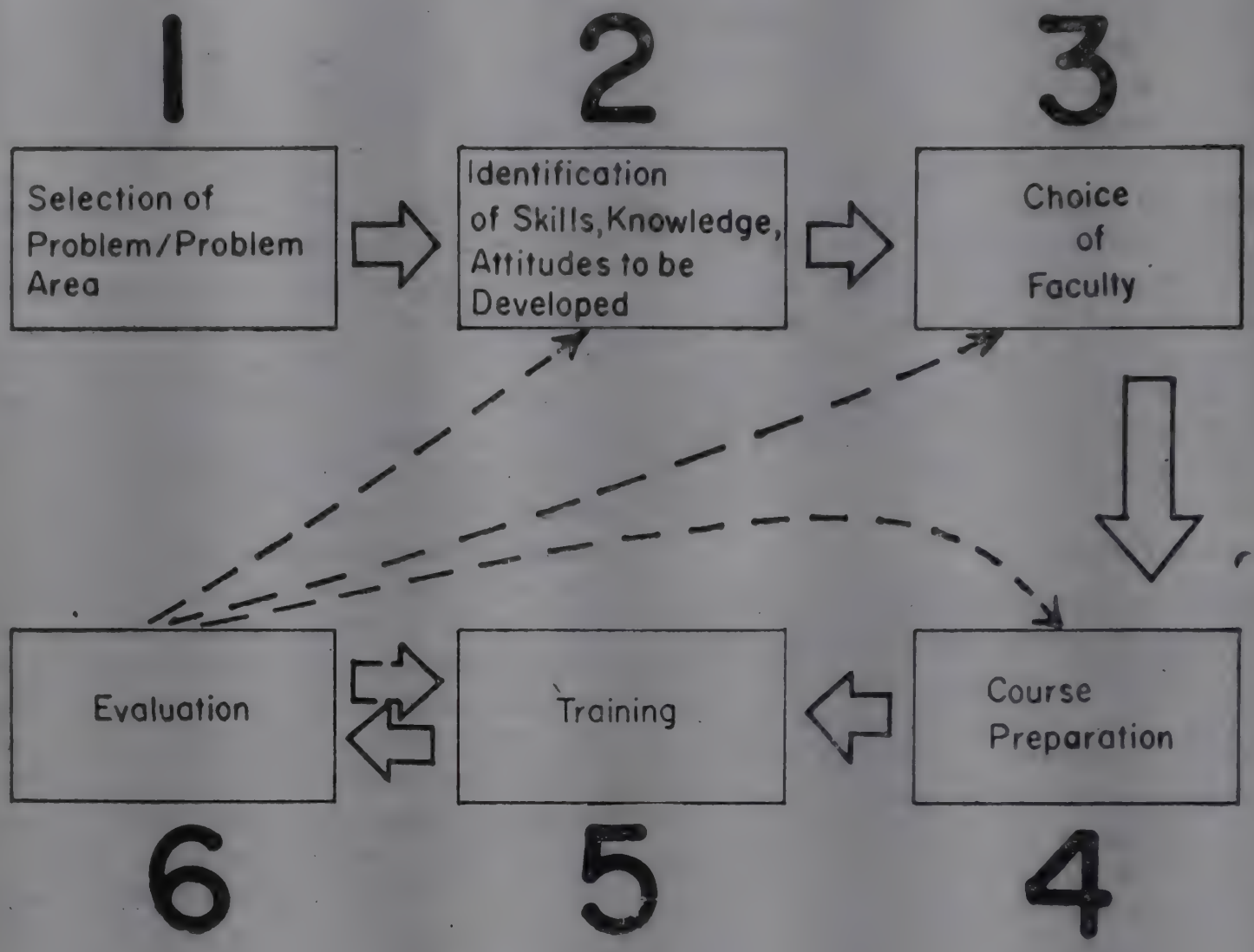
8.16 The use of educational technology in a big way could revolutionise inservice courses. The days' of lengthy lectures and note-taking thereon are over. With the boom in audio-visual media it should now be possible to use a wide range of educational technology. A multi-media approach is useful. Teachers' interest could be evoked more purposefully by the use of audio and video cassettes on any subjects. The visual in particular makes a deep impact on the mind of the adult or child. Extensive use needs to be made of a variety of technologies in inservice education : radio and television; film strips and the epidiascope; tape-recorder, audio and video-cassettes; the overhead projector and the 8 mm. or 16 mm. film project; the computer. The times demand of an educated person a modicum of literacy in the technical field, in the use of his hands and the tools of technology. In these courses teachers must get acquainted with the hardware, their servicing and maintenance. These are essential skills to be learnt by every teacher and teacher educator and should not be overlooked. In organising courses with the use of media, resource persons in charge of a course should draw in media men and other entrepreneurs now available in many cities who would be only too happy to help.

Preparing Software

8.17 We are of the view that in the next couple of plans priority must be given to the production of indigenous software in addition to the acquisition and installation of hardware in the school system. The dangers involved in supporting software from abroad are too obvious to merit any detailed discussion. It should be our objective to develop software suitable for rural audience and capable of conveying relevant education including science and capable of promoting a scientific temper in the society. It should also be our objective to revolutionise classroom methodologies by increased use of educational technology and multimedia including audio-video cassettes etc. in the school system. Teachers must, therefore, be involved in the preparation of software and the work as part of a team. For example, it is time we prepared films/ videos of class room methodologies used by our most talented teachers right in the Indian Society by making audio-visuals of their actual lessons. Also software

[1] Set also paras 7.31, 743 of Chapter VII and 8.49 of this Chapter.

A 6-STEP MODEL FOR INSERVICE EDUCATION



1. Choice of problem/problem area can involve field survey, study of literature, consultation, group discussion, etc.
2. Necessary for evaluation.
3. Success of the programme will depend greatly on the suitability of the course Faculty.
4. Will involve among other things : (i) definition of goals/objectives related to 2; (ii) definition of tasks/activities to be arranged; and (iii) choice of methodology including preparation of instructional materials.
5. Will involve the preparation of the course programme and daily time table.
6. Can involve use of questionnaires, interviews and other tools relevant to assessing the relevance and effectiveness of the course.

Fig. 4

roduction would be supported considerably in quality f due note is taken of research findings. For example, n one project conducted by the Homi Bhabha Centre or Science Education to improve scholastic achievement of scheduled caste students, trivial obstacles in language visualisation and in understanding he rules of the game prevent concept formation. It was also found that once these difficulties were identified, very inexpensive remedial neasures could be generated and that the programme ed to a substantial improvement of their scholastic performance. In yet another project in non-formal education for school drop-outs it was found that science could be imparted even before the acquisition of literacy and that the natural interest of the pupils n S & T could in fact be used to motivate them to acquire and retain literacy.

8.18 Commendable experience in the preparation of local specific materials and in developing other programmes of local relevance for adults, women and children are reported from several groups of people exploring new avenues for a breakthrough. But sufficient pooled information is not available about the useful work being done by such groups. We feel it would be worthwhile finding ways and means of learning from this type of field experience also.

Evaluation and Follow-up

8.19 The evaluation and follow-up of inservice courses is absolutely necessary and should be integral to the course. The evaluation of the success of a programme undertaken by teachers must be done towards the end of the course in a frank and free atmosphere without fear or favour. The mere use of check lists and questionnaires is of limited value unless properly analysed and used for feedback.

8.20 We recommend that attendance at an inservice training course be made mandatory for every teacher atleast once in five years. In the USA, teachers, we understand, are required to complete certain formal courses in order to move to higher scales of pay. In the USSR teachers are required to attend a course related to their work one day per week for one full year after three years of service and thereafter every five years.

8.21 Assuming that the average length of an in-service programme is 2 weeks, we feel that a provision of Rs. 500 per trainee should meet the requirements of this programme. Of this amount, Rs. 300 will go towards his daily allowance and Rs. 200 towards meeting the cost of his travel and other incidentals.[1]

[1] For Financial estimates see para 10.77 of Chapter X.

Other Strategies

School Complex[2]

8.22 In-service strategies must be imaginative, bold and varied. Workshops, seminars and training courses belong to one type of approach. There are others.

8.23 The most effective among them are the services organised through the school complex. The idea of the school complex was originally put forward by the Kothari Commission 1964-66. The intention is to link the primary and secondary schools with a view to pooling resources and improving the educational process. The experience gained in Bihar, Tamil Nadu, Haryana, Rajasthan and Maharashtra are reported to be very happy.

8.24 Noteworthy of mention is the rapport-based programme of school improvement initiated in the year 1977-78 in Maharashtra. First it was introduced on a small scale in complexes of 9 schools including one rural secondary school in Char Holi, a village 20 km. from Pune. At present the programme has extended to 1800 school complexes.

8.25 A seven-point strategy of school improvement is reported : (i) grading of the school (ii) preparation (iii) implementation of institutional plans (iv) enlisting community cooperation for school improvement (v) encouraging teachers to do self-evaluation (vi) establishing rapport among school teachers, staff, pupils, local leaders and the community (vii) periodically evaluating the performance of the complexes. The headmaster of a school grades his own school on the scale A to E using a tool prepared by the SIE. This is to identify deficiencies and set the priorities for improvement. Out of 1800 complexes 1200 had been adopted by one or the other of the officers of the Education Department including the Director of Education. Some tangible achievements they have had are: marked increase in enrolment particularly at the age of 6+, in average attendance, in transfer rate, S.S.C. result, institutional planning, home assignment, self-evaluation by teachers.

8.26 We have dwelt upon this experience at some length because the development in a big way of school complexes[3] is likely to yield tangible results at the grass-root levels. The requisites are (i) full support of the administration, (ii) detailed planning by headmasters and teachers, (iii) enlisting cooperation from the community.

[2] See also paras 4.29 of Chapter IV, 6.60, 6.71 of Chapter VI and 10.03 of Chapter X.

[3] Report of the Inter-country Study Visit Programme for key level trainees in educational management from Asian Countries, UNESCO/NIEPA September, 1984.

Teachers' Centres

8.27 An experiment with the establishment of Teachers' Centres has been tried successfully, it is reported, in Delhi and other metropolitan towns. A Teachers' Centre is a meeting place for teachers located in a school that has resources that it would like to share with others. At the centre, teachers may meet when free in the evenings or during weekends to borrow books, to prepare teaching aids, individually or in groups or to borrow some new materials for teaching. It is a forum where workshops of very practical nature are organised for teachers of all faculties and of all levels; it pools in the talent of all teachers of various schools who act as resource personnel for the centre's workshops and it arranges book fairs where publishers would exhibit their latest publications for sale. Since the entire initiative at the centre rests with the heads and teachers themselves, this is a move to be welcomed.

A Project on Single Teacher Schools

8.28 In Gujarat, in order to help 7000 single teacher schools, a three-phased project was taken up. In the first phase a survey was taken up to investigate the specific problems of single teacher schools, along with on the spot study. In second phase those teachers were oriented for multiple class teaching and a schedule was prepared and published to help them. In third phase, in order to help the teachers and students, auto-instructional programmes in arithmetic and language were prepared by S.I.E. and ten copies of each programme were given to each school. It was felt that programmed learning method really helps these teachers in occupying the children of other classes in study while the teacher teaches students of any one particular class.

School Level INSAT Programmes

8.29 Another mode of inservice education for teachers is the one that can be held at the institutional level. The whole staff of a school plans its inservice training after identifying its needs, drafting resource persons from within and outside the school and after preparing the necessary materials. Such orientation held voluntarily by the staff on Saturdays as is being tried with success in some private-managed schools, or during week-ends or vacations and at the commencement of school terms has much to command itself for it is need-based, has sufficient motivation and can be evaluated continually. Needless to say it requires a committed kind of leadership on the part of the head and a congenial atmosphere of freedom of discussion in the school to enable it to become an ongoing programme.

Use of Mobile Units

8.30 Experience in Nepal and some other Asian countries point to the efficacy of using mobile units of inservice education for making regular visits to rural and remote areas. It is always not possible for rural teachers to avail of inservice programmes held in cities or small suburban areas because of the distance and also because rural schools can hardly spare teachers during term-time being highly understaffed. Besides, these experiences have local relevance when conducted in the locality. These mobile vans are well equipped with teaching aids and other instructional materials. The resource persons would be expected to help rural teachers solve specific problems, develop low cost educational aids with locally available resources, help teachers learn the use of radio sets or audio cassettes operated on battery, if electricity is not available. The effort should be to reach remote areas of the country.

Correspondence Courses

8.31 The continuing education of teachers and teacher educators can also benefit enormously by a fuller and more intensive use of distance education techniques. Correspondence-cum-contact courses could gradually become part of the system for inservice education. Need based correspondence lessons with provision for regular feed back could be taken by teachers who are earnest about upgrading themselves and may lead to certificates or diplomas. They could relate to a discussion of the special needs of the primary child and, at the other end, of the adolescent, or offer advanced courses in the content of a subject like mathematics or history etc; or open up new vistas for teachers in areas of current relevance like the special problems of women and children who are out of school, of backward classes and tribal areas or of the handicapped or gifted. Well-defined correspondence lessons could supplement the work of other inservice courses.

Experience with Media

8.32 The Radio : Mention should be made of the experiences of the Centre for Educational Technology of the NCERT with the assistance of the Government of Rajasthan in conducting a series of radio programmes for primary school children in Rajasthan in the learning of the mother-tongue (Hindi) during 1975-76. The radio was used for the improvement of listening skills and for language development, specially the enhancement of vocabulary. The programme covered 500 schools from 15 Panchayat Samities from 2 districts. The radio programmes were supplemented by specially prepared materials for teaching, reading and writing. In the training programme teachers were given a thorough grounding in the use of the media.

This was a first effort but is reported to point out the very valuable contribution the radio can make in enriching learning at school and should be, we feel, exploited fully because of its added advantages. Existing transmission facilities for radio broadcasting cover almost 90% of the geographical area of the country and 95% of the population.

8.33 A report from Tamil Nadu indicates the successful use of a correspondence-cum-broadcast course for Tamil teachers. Realising the need for developing among teachers habits of correct speech and writing, the SCERT launched upon such a course for Tamil teachers handling several classes. This has been done in collaboration with the Central Institute of Indian Language, Mysore, and the All-India Radio, Madras. In 1983-84, about 15,000 teachers of standard VII were covered.

8.34 We understand that district-level inservice centres are being set up by the Central Institute of English and Foreign Languages in collaboration with State Governments for the improvement of standards of English. Since one of the main problems is likely to be the harnessing of competent staff for running these courses, the use of broadcasting and other media including video-audio cassettes could be explored.

The Television

8.35 We learn from discussion with educators and media experts that a fund of experience has been gained from the SITE programme (Satellite Television Experiment Programme) of 1975-76 through which TV programmes were conducted with the help of ATS-6. Through this, children in village primary schools received 22-1/2 minutes programme on each school day. The programmes were planned for the entire primary school i.e. children of classes 1-5 covering 2400 villages in Madhya Pradesh, Bihar, Andhra Pradesh, Orissa and Rajasthan. Approximately 50% of the programmes were produced in the specially set up Base Production Centres in Delhi, Cuttack and Hyderabad in Hindi, Oriya and Telugu. Another 50% were science programmes produced by ISRO. The software thus developed were relayed through the Space Application Centre, Ahmedabad. Some 50,000 primary school teachers were trained through SITE programmes on how to teach science using multi-media.

8.36 The second major experience in the wide use of technology is that of INSAT 1 B which covers the entire country now. Their programmes were produced in Delhi but can be picked up anywhere in the country where there are T.V. relay stations. Among the insights reported to have been gained through these two programmes are the following:—

(i) Programmes for children are the toughest to prepare. They have to be both area-specific and audience-specific. For the pre-school of ages 3-6 we need to portray programmes that bring them a lot of fun and joy through games, local folk tales, local puppets, rhymes etc. Programmes about the culture of the environment go well. They can be used for creating general awareness regarding health, sanitation, customs, folk culture, superstitions and the advent of scientific thinking. Experience from Orissa has shown increase in retention capacity at school on account of media usage.

(ii) Experience has also indicated the need for a team approach to software preparation. To ensure effectiveness the team should comprise a media specialist, a subject specialist who may be a teacher, a social scientist and an engineer/technician where needed.

(iii) It has also been noticed that it is far better to train the local teacher/or the animator who is often the village dropout and give him the maximum help to improve his confidence than to bring in people from the outside who are not familiar with the place.

8.37 The great advantage in using such media is, of course, the fact that large numbers of teachers and children can be reached shortening what would normally have taken a decade in person to person programmes as ordinarily organised.

The Computer

8.38 Recently we have ushered in the computer age in education by installing computers in 250 schools and programmes are to train teachers both in their use and in preparing software. We hope there will be built in into the system a process of systematic evaluation and feedback so that within a few years we may gain by the experiences of these schools.

8.39 We are aware that it has been pointed out that the average rural school does not even have medieval technology like black board and chalk and unless this situation is remedied it would be futile to install new technology. We are of the view that the arguments in favour of acquiring new technology are not all negative and based on fear of losing a race. The new technology is intrinsic to national development, economic, social and cultural. So arguments suggesting clearing the backlog before doing anything new would not be tenable.

Some Key Areas for Inservice Education

8.40 From an examination of the type of courses being generally run at different places a few areas that need strengthening suggest themselves:

Develop Reference and Study Skills in School Students: Teachers need training in how these study skills may be developed in their pupils, if the kind of passive learning that goes on in our schools must stop. Our pupils must learn independent study habits which include items like: using a dictionary and an encyclopaedia; reading maps and diagrams; note-taking skills; note-making, drawing conclusions etc. Two to three-week courses for teachers particularly at the middle and high school levels will be useful.

Production of Textual and Related Materials

8.41 The textbooks pupils are made to use at all levels are far from satisfactory. They are hardly attractive or well-produced or well-illustrated. Linguistically the greatest problem pupils face is that the language used is far above their understanding level in subjects like Social Sciences, Mathematics, General Science etc. Writing for children is a specialised task and calls for imaginative treatment in the hands of a talented author and linguistic vetting with the help of teachers. Supportive materials such as curriculum guides, graded work-sheets, unit-tests have also to be provided the bulk in all the languages. In addition teachers also need special reading materials of a higher order to help them keep abreast of their subjects and of contemporary issues so that they can meet the minds of bright children adequately. A journal giving information on teaching methods and educational innovation and including extracts from specialist journals, digests of books or articles and other enrichment materials for teachers could be instituted and supplied to school complexes. We suggest the State Department of Education give urgent attention to this and to improving the textbooks being used now by organising expert meetings at various levels. The NCERT, we expect, will provide help and guidance.

Enriching Co-curricular Activities at Schools

8.42 Teachers lack skills of many kinds. One is in teaching crafts. Help needs to be taken from institutes like the Bal Bhavans and from local craftsmen in training teachers in the use of their hands for creating things of artistic merit.

8.43 The area of creative dramatics is also a neglected one. Here we do not refer to the skills involved in producing a play for an occasion but the use of drama as a means of creative expression through improvisations in relation to children's experiences in every day life. This leads to free expression, imaginative play, script writing of their own and finally the staging of the play. They are extremely useful as aids to language learning and in imbibing values through perception of happenings in daily life. Institutes like the National School of Drama at the centre and various other voluntary groups could help organise creative-drama workshops for teachers.

Encouraging Advanced Studies

8.44 Gifted, dedicated teachers need recognition and support. Often it happens that in a concern for the improvement of the average standards, the outstanding work done by a good many of our teachers is missed. What they need most is a change in the climate of the school, an atmosphere conducive to educational research and enquiry. The headmaster or Principal, the Inspector or District Education Officer ought to identify talent and where it is evident relax regulations and give sufficient support to experimental and innovative efforts and back them up even if a mistake is made. The nurturing of talent requires understanding and exposure to new avenues. Such teachers could be given study leave and sent to advanced centres of learning for furthering their professional competence. The experience of the Homi Bhabha Centre for Science Education at the Tata Institute of Fundamental Research is relevant in this respect. The Centre has constituted in collaboration with the Government of Maharashtra visiting fellowships to enable practising school teachers to obtain study leave for one year and devote this period for pursuing educational research at the Centre. We feel that all institutes of higher learning should come forward with similar schemes and set aside a small portion of their budget to provide educational opportunities to practising school teachers.

The Matter of Incentives

8.45 The matter of offering incentives is also important. We are of the view that certificates could be given to participants indicating clearly the basic learnings acquired. While the intrinsic rewards of one's own personal education and growth cannot be denied and form the bed-rock of job satisfaction there is a place also for instituting further incentives to teachers.

8.46 The teacher would feel motivated to attend these Courses if they are organised on the basis of a Credit system. For example, a teacher who attends a particular course one summer in, say, "the use of technology in education" or developing a curriculum guide in a particular subject etc. may be given a credit for the units studied as fixed by the Course Committee. With the addition of more Credits acquired by attending further weekend courses or through a Correspondence Course a teacher may be considered eligible for the award of a Certificate or a Diploma. This evidence of a desire for professional growth may, in turn, be a factor in the teacher's favour when he is being considered for a higher post or for a foreign scholarship or higher studies. We suggest that this be explored further by State Departments of Education.

8.47 We also feel that young teachers who have evinced keenness in their professional growth, in working for the community, in striving to achieve national goals should be identified and considered for State and National awards.

Agencies for Inservice Education

8.48 Among the agencies that need to be supported are the SIEs and SCERTs at the State level many of whom are doing commendable work. Funds have to be earmarked liberally for these institutes to conduct a massive programme of inservice education. Their own staff structure needs to be reviewed and strengthened to include subjects specialists and experienced educational personnel well-versed in classroom practices. Outstanding teachers ought to be seconded to these Institutes for 2-3 years to help in promoting a climate of change and innovation. We recommend also the teachers attending these courses should be treated on duty and funds be made available to meet their travel expenses and daily allowances.

The Role of the Regional Colleges

8.49 The role of the Regional Colleges of Education in the field of inservice education to the States of the Region cannot be over emphasized. Considering the kind of resources of men and materials they have at their command, we feel they should be fully involved in promoting quality in the State system. Of particular relevance are the programmes we would expect them to conduct for teacher educators at elementary and secondary levels and for the resource and training personnel of the SCERTs/SIEs etc. in every State. We would also expect them to interact with University Departments of Education and be fully involved in encouraging innovative programmes of in-service and pre-service education. They should take a leadership role in advancing the use of educational technology[1] as media of teaching and learning.

[1] See also paras 7.31, 7.43 of Chapter VII, 8.16 of this Chapter.

CHAPTER IX

Society's Expectations of the Teacher

The National Scene

9.01 The suggestions made in the foregoing sections of this report, particularly in Chapter IV are aimed at providing such working conditions, as, in the judgement of this Commission, are necessary to enable a school teacher to perform his functions effectivcly. But it must be stressed that though necessary, these conditions are by no means sufficient to ensure that. A very vital condition of improved teacher performance is his own awareness of what the society expects of him, and his commitment to respond positively to that awareness.

9.02 That the present performance levels of our teachers leave much to be desired is well known. Much has been reported about the large scale failures of students in the Indian educational system, dropout and stagnation leading to wastage, low standards, breakdown of the examination system and student indiscipline. True, all these are only symptoms of the deeper maladies afflicting our educational system but that teachers also constitute an important casual factor, cannot be disputed.

9.03 During its consultations in a State, some of the Commission's witnesses made it known in no uncertain terms that discipline amongst teachers and students has been fast on the decline, that secrecy in examinations is no longer maintained or maintainable and mass copying in schools has become the order of the day. Some of the principals deposing before it lamented that they had no powers over teachers and were not in a position to enforce order and discipline. Nor did the District Inspectors of Schools and other officials exercise any authority over them as the erring teachers were often supported by powerful teachers' associations. We were told that there was no assessment of a teachers' academic and other work and that teachers were virtually unaccountable to anybody. The most important factor responsible for vitiating the atmosphere in schools, we were told, has been the role of teacher-politicians and teachers' organisations. More than one witness felt deeply concerned that the teacher has lost his traditional respect in spite of better pay, and working conditions; and that as the majority of teachers in the State no longer do justice to their duties either towards the students or the society the collective image of teaching community is very low.

9.04 The Honourable Education Minister of a State pointed out that while the State Expenditure on education had risen from Rs. 100 crores (in 1970) to Rs. 500 crores a year, the State was not getting adequate returns from this huge investment and that the accountability of the teachers continued to be low in spite of job security and improvement in their working conditions. He painfully recalled that nearly 500 secondary schools in the State had returned less than 15% passes at the last SSC examination.

9.05 Poor teacher performance is not a problem to be found in one or two States only; the disease, if one might use the term, is rampant and its spread so wide that there is hardly a segment of the nation's education services which is exempt from its injurious effects. Of the 52 parents who participated in a small questionnaire-based study of the Commission 80 per cent expressed dissatisfaction[1] with the performance of the teachers of their children. This is not to gains say that there are exceptional teachers here and there, who in spite of all the political and other constraints of the situation, are doing a remarkably good job and do the nation proud. But that is not the point; the problem really is that the average teacher who expects a great deal of the society, is not performing his academic and other duties properly and is not at all prepared, to adapt a famous saying, to ask "What have I done for my school and for my country?"

Rights are essential

9.06 It must be conceded straightway that no teacher can ever perform his professional role and

[1] Among the reasons for this dissatisfaction uncovered by the study were teacher's lack of interest in classroom teaching and greater interest in private tuition and business activity.

functions effectively unless the society concedes him his basic rights. He must for instance have reasonable job security and in normal circumstances must enjoy adequate safeguards at each stage of a disciplinary enquiry. Should there be an unfavourable assessment of his work he must be able to exercise his right to appeal. It is gratifying that many State Governments have already legislated to safeguard the career interests of teachers of non-government schools against wrongful termination of services and denial of due rights.

9.07 Again, a teacher must be academically free to do his professional work which means he should have a say in the choice and adaptation of teaching materials and teaching methods, and in the selection of evaluation techniques considered appropriate for appraising a pupil's progress. His recommendations regarding the suitability of individual pupils for courses of further education of different kinds must also receive due weight. Parenthetically our own impression is that altogether there is considerable reluctance on the part of teachers to exercise their right of academic freedom even when there seem to be no limiting circumstances. Perhaps it is not so much the lack of freedom to experiment, innovate, and participate in educational decisions, as the absence of initiative and enthusiasm on their part that accounts for the present state of affairs. Anyhow, this is a problem to which teacher training institutions and those responsible for the supervision and administration of schools must turn their attention seriously.

But rights imply responsibilities

9.08 But rights signify responsibilities and one cannot be divorced from the other. One of the most basic of obligations that comes to one's mind first is that it will be well-nigh impossible for a teacher to attain any worthwhile professional standards in his work if he is not punctual and regular in the performance of his duties, remaining scrupulously honest and above board in all his work concerning student admissions, teaching and appraisal. He must be just and impartial in dealing with students and under no circumstances must he be seen to be succumbing to the temptation of exploiting students against his colleagues. He must not engage in any remunerative activity such as private tuition or some other business activity without the prior permission of the authorities. A good teacher is in a unique position to influence his pupils in matters of dress, taste and manners ; as such he is expected to live a simple unostentatious life. His attitude towards his pupils is expected to be one of affection and understanding ; and yet in dealing with them he should be both firm and consistent.

Teachers favour the idea of a code of conduct for themselves

9.09 There is a growing awareness of the interfunctionality of a teacher's rights and responsibilities and of the need to do something about it, not only among politicians and administrators but among teachers' organisations and teachers themselves. The idea that there should be a code of conduct for teachers has been debated for many years now, but there has been no clear policy decision in the matter. Whenever there is discussion of the falling performance levels of teachers the issue keeps coming to the fore momentarily now and then, but there is no sustained follow-up to work out and enforce its policy implications.

9.10 Hopefully, the teachers and teachers' organisations themselves recognise clearly the need for such a code. In the Commission's survey a vast majority of respondents in each category expressed itself in favour of the idea. The respondents in favour were: primary teachers 93.2%; secondary teachers 90.22%; prominent persons including educationists 95.20% ; educational administrators 97.0% ; teacher educators 92.29% ; students 81.82% ; and teachers' organisations 81.63%.

9.11 While expressing themselves in favour of the idea of a code, many of the teachers insisted that the formulation of the proposed code must be undertaken or completed in consultation with the teachers or their organisations. Typical of the reactions of the organisations favouring the code idea was that of the All India Federation of Educational Organisations. The Federation suggested that a code of conduct should be evolved only in consultation with the national teachers' organisations, and that instead of using the term 'Code of Conduct', it would be better to employ the term 'Code of Ethics for Teachers'.

9.12 There were also individual reactions from some of the respondents questioning the very idea of a code. Some of them felt, for instance, that when the entire social and political life in the country is vitiated by indiscipline, for which politicians are largely to blame, there can hardly be any justification for singling out teachers for the imposition of a code. "However, if it has to be there, a code of conduct must be formulated for Members of Parliament, Ministers and others also".

Implementation

9.13 Whatever the precise provisions of a given code, a major question will always be : How is one going to get a code implemented effectively ? It is common place that in many places, despite elaborate

service rules governing the conduct of teachers in government and aided institutions, their enforcement leaves much to be desired. In fact the view has sometimes been taken, and not without justification is that in good part problems of poor teacher performance arise essentially because of the incompetence and unwillingness of authorities to implement or enforce the service regulations.

9.14 Take, for instance, the practice of an annual appraisal of teacher's performance, wherever such a practice is in existence. In ever so many cases, even when the concerned teacher's performance has been consistenly unsatisfactory over a period of time, the appraisal of his performance and conduct is not unlikely to be couched in terms not altogether unfavourable, with the result thit the entire exrcise in assessment of conduct loses all meaning.

9.15 In our humble judgement, the first step that any administration interested in improving teacher performance, must take is to remove the present 'over security' of service in government and aided institutions, because, as pointed out by the Kothari Commission[1] it creates an atmosphere of complacency and lethargy. In most schools as in other government and public departments as they function at present, performance is seen as irrelevant to survival. True, the human side of the enterprise is important and must not be ignored, but no task-oriented organisation interested in results can tolerate a situation in which non-performance simply does not matter. Without restoring the mutuality and reciprocity of security and performance, it is impossible to see how the performance of teachers, or for that matter of any other category of public functionary, can improve.

Disciplinary procedures need simplification

9.16 To achieve this, both recognition of merit and disciplining of the non-performer or the inefficient is important. While every care must be taken that a teacher or functionary to be proceeded against is given reasonable opportunity to defend himself, and to go in appeal against a decision considered unjust, it is equally important for the health and well-being of the organisation that the conduct of disciplinary proceedings be prompt. The existing procedures hardly function that way and serve little disciplinary purpose indeed.

Recruitment to be institution-based

9.17 A corollary to our emphasis on decentralisation of educational management and control of schools is that the recruitment of teachers should be to individual institutions, so that when a teacher is appointed, he is fully aware that his own career prospects will no longer be independent of the fortunes of the school to which he is posted. This is the only way to help teachers develop a sense of loyalty to their institutions without which any hope to achieve educational excellence in our schools and colleges will remain a pious dream.

9.18 Another important implication of such a recruitment policy will be that except when rights of promotion so require, it will not be necessary to transfer a teacher from one place to another for political and other considerations. Witness after witness before the Commission has gone on record to regret that in many States the present transfer policies (or lack of them !) are playing havoc with the educational process and the functioning of schools.

Political Rights of Teachers

9.19 But considering the political realities of the situation, what are the chances that the kind of suggestions indicated above will be found acceptable and taken up seriously for implementation by the authorities that be ? We are not unmindful that the situation is a difficult and complex one, as most of the more powerful teachers' organisations in this country are tied to the apron strings of different political parties, and have not so far shown much inclination for independent decision making. We are not surprised that situated as these organisations are, they have a strong tendency to gravitate towards politically motivated protests, pressure tactics and agitations.

9.20 One of the questions in the Commission's questionnaire was: To what extent are teachers' organisations affected by politics, individual interests of leadership and regionalism ? "To a great extent", was the response of 85.53 per cent primary teachers, 75.01 per cent secondary teachers, 89.78 per cent prominent persons and educationists, 86.02 per cent educational administrators, 84.21 per cent teacher educators, and 80.00 per cent students. Understandably enough only 25.00 per cent of the teachers' organisations concurred in this assessment; the majority 75 per cent took the view that they were affected only to a small extent.

9.21 Concern about the politicisation of teachers' organisations is very widely shared. During our hearings one important witness after another pleaded that the teachers must not be allowed to participate actively in politics and that educational institutions must give no quarter to trade union activities. While we fully appreciate the considerations that prompt such pleadings, we are unable to endorse the suggestion that while other categories of citizens should continue to enjoy their political rights guaranteed by the Consti-

[1] Report of the Kothari Commission, 1964-66, page 252.

[1] See question 10.3 in Appendix VI.

tution, there should be an embargo on the political activities of teachers. The suggestion, to our mind is both unconstitutional and unethical. However, if there is a general review of the country's political system and its functioning at any stige, the new changes could be expected to affect the teachers also.

Formulation of a Code

9.22 Assuming that standards of teachers' performance must improve a good deal if education has to have much greater meaning and stimulus for individual and national development, we recommend that the Ministry of Education in concert with the State governments, should take immediate steps to prepare a Code of Conduct for teachers. The code should be prepared in consultation with the teachers' organisations and the formulation must be done at the national level. Its preparation at the national level is important as that alone would be consistant with the dignity, unity and integrity of the teaching profession and make the code equally applicable to all teachers throughout this land.

9.23 Encouragingly enough, the majority of our respondents have favoured the idea of the preparation of a Code at the national level[1]. Primary teachers 70.29% ; Secondary teachers 67.9% ; Prominent persons and Educationists 78.76% ; Educational Administrators 82.15%; Teacher educators 71.20%; Students 84.21% and Teachers' Organisations 53.92%. Some of the respondents favoured the Code's preparation at the State[1] level: Primary Teachers 19.56% ; Secondary Teachers 17.03% ; Prominent persons and Educationists 5.31% ; Educational Administrators 6.73% and Teachers' Organisations 33.82%.

Code Enforcement

9.24 Preparing a code of conduct is not itself a very difficult exercise ; examples of two Codes—one of which is prescribed in the Delhi Schools, and the other in the Kendriya Vidyalayas (Central Schools) can be seen in Appendix X. The really difficult question is: how to ensure a reasonably satisfactory enforcement of the rules ? We have already expressed the view, and there is no need to labour the point further, that this is essentially a matter of political will and determination. If the political leadership wants to implement a national code for teachers, it will first have to create a work climate in which, not only teachers but every other category of workers feels motivated to do his duty conscientiously, to work hard and to give of his best. If such a climate is created, we feel that not only the teachers, but the entire nation can be relied upon to support the measure enthusiastically. We have thought our hardest, but have been unable to discover a substitute nostrum for political initiative and efficient result oriented administration. It is our hope, however, that by decentralising the management of government institutions, and by giving more authority and powers to the Heads and local management committees of Government and aided institutions, and by holding them accountable for the responsibilities assigned to them things will begin to look up and the overall climate in the country become more favourable for higher standards of instruction and teacher performance.

9.25 We must invite attention in the present context to the need to promote actively parents' organisations all over the country. At present there are hardly any such organisations interested in providing good education to their children. We feel that such organisations are desperately needed to promote and safeguard the educational interests of their wards and to counteract the negative and unhealthy political preoccupations of some of the teachers and their organisations. Needless to add, parent-teacher organisations wherever they exist, or can be brought into being, can also play an important role in stimulating teachers to perform better without interfering with school administration.

Code of Ethics as an Internal Organisational Necessity

9.26 In several countries of the world teachers' organisations are given to prescribing a specific code of ethics[1] for their members. This is done partly to preserve the professional character of such organisations and partly to strengthen their internal unity and solidarity. Theachers' organisations in India have also discussed this matter from time to time but there has not been much movement in this direction. We understand that the only school level organisations which have adopted codes of professional ethics are: The All-India Federation of Educational Associations, The Mysore State Education Federation, and the Maharashtra Madhyamik Shikshak Sangh. But even these, according to one report, have not made much progress in enforcing the codes.

9.27 This brings us to the question: What kind of role-related, expectations does the society entertain of

[1] A few respondents also favoured the idea at both the levels, national as well as State. The percentages for these were : Primary Teachers 9.42%; Secondary Teachers 14.62%; Prominent persons and Educationists 15.04%; Educational Administrators 11.11%; Teacher Educators 13.23% and Teachers' Organisations 7.35%.

[1] Reference was made earlier (para 9.11, Chapter IX) to the suggestion of the All India Federation of Educational Associations that the code of conduct for teachers should be developed in consultation with the teachers' organisations, and that it should be called "Code of Ethics for Teachers" instead. There is a contradiction in the suggestion. A Code of Ethics is essentially a matter for the concerned person or organisation to decide; it formulation cannot ex-hypothesis be entrusted to an external agency such as the Government, even though the Government might have every intention of consulting the teachers' organisations in framing one.

teachers' organisations ? In particular what do school managers, Administrators, Teacher Educators, Educationists and Teacher leaders themselves think of the present pre-occupation of the teachers' organisations with the salary and working conditions of teachers, and their general agitational approach to achieve their ends ? These questions are important as one of the terms of reference of this Commission specifically enjoins identification of "the Role of Teachers' Organisations in professional growth and professional consciousness".[1]

9.28 We must at the outset confess to a certain feeling of uneasiness about this part of our enquiry. Most of these organisations are voluntary organisations formed under the Societies Registration Act of 1860. Article 19(1) of the Constitution guarantees the principle of the right of association to every citizen of the land. It should, therefore, be entirely their own business to decide what objectives—social, economic or professional teachers' organisations should pursue, and on which of these during a particular period of time they should concentrate. So long as these Teachers' Organisations, which are autonomous bodies, function within the four corners of the law of the land, it hardly seems proper that anyone, who is not a member thereof, should sit in judgement to examine their functioning, or some aspect thereof.

9.29 Our embarrassment was further deepened by the awareness that the constitution of this Commission has not given any representation to teachers' organisations. Of course we received every cooperation in our work from such organisations and their representatives but that is a different matter. Some of the representatives actually raised the issue openly in face to face exchanges with us, while some others did not hesitate to comment adversely on this aspect of the Commission's composition in their official memoranda.

Issues

9.30 In view of this and our own distaste for sermonising, we realised that the only role that was open to us was that of a team of researchers or a group of scientific observers. We accept that role but have decided to limit our brief comments to the following three criticisms against the present functioning of teachers' organisations:

(1) There is too much politicisation in the teachers' organisations ;

(2) There has been too much proliferation of such organisations and it would be a good thing if their number could be reduced substantially ; and

(3) Teachers' organisations have not paid enough attention to the intellectual and professional improvement of their members.

In the end we shall also like to say a few words about the demand of teachers' organisations for greater and more frequent consultation in educational policy matters.

Teachers' Organisations

9.31 Let us begin by making a short statement on the growth, number and the general functioning of these organisations. The first teachers' organisation in the country was the "Women Teachers' Association, Madras" started by the women teachers of that city in 1890. Prominent among the first members who founded it were Miss Keely, Principal of the Doveton Girls School, Miss Arnold, Superintendent of the Presidency Training School for Mistresses and Miss Ive, Headmistress of Bishop Gorries Girls High School. In 1895 came Madras Teachers' Guild with a membership of 150 teachers from schools and colleges of Madras. The well-known South India Teachers' Union (SITU) was started in 1908[1]. In 1925, was founded the All India Federation of Teachers' Association[2] with Shri D. P. Khatri as its Founder-Secretary. By 1942, nearly 20 teachers' organisations had been established in different parts of the country. Today there are more than 140 teachers' organisations, some of them having local, district, State and Regional Associations. Four well-known organisations that function at the National level are: (1) All India Federation of Educational Association ; (2) All India Primary Teacher Federation ; (3) All India Secondary Teachers' Federation ; and (4) All India Federation of University and College Teachers. Between themselves these organisations represent hundreds and thousands of teachers[3] but their exact strength is not known.

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1 See Annexure on Government Resolution, Term of Reference (10).

1 Among the well-known leaders of the SITU, who made it one of the best known professional organisations in the country are M. S. Sabhasan and S. Natarajan.

2 In 1933 the Federation was rechristened "All India Federation of Educational Associations"

3 We do not have exact information regarding the total and individual strength of these organisations. However, the membership figures for 10 of the 88 organisations that submitted memoranda to the Commission are as follows :

(1) Tamil Nadu Elementary School Teachers' Federation, 1,28,000; (2) Rajasthan Shikshak Sangh, 70,000; (3) S.E.S. (a.v.) Teachers' Union, Punjab, 25,000; (4) All India Kendriya Vidyalaya Teachers' Association, 20,000; (5) All India Urdu Teachers' Association, Hyderabad, 15,000; (6) Haryana Prant Adhyapak Sangh, 6,000; (7) Government School Principal Association Education Directorate of Delhi Administration, 500; (8) Government Secondary and Higher Secondary Teachers' Association, Goa, Daman & Diu, 400 (9) Secondary School Headmasters' Institutions, Bangalore, South District, 160; and (10) B.H.E.L. Higher Secondary Staff Council, Hyderabad, 150.

9.32 If one looks into the lists of objectives as given in the memoranda of Association of these organisations, one will discover that the listing in most cases is comprehensive and does not leave much scope for improvement. Apart from a prominent mention of the need to attend to the service interests of their members, the lists also assign to the concerned organisations a clear responsibility to attend to their intellectual and professional interests. Also frequently mentioned in these lists are the general objectives to expand and improve education, and to perform a clearing house function for supply of educational information.

Organisational Roles

9.33 A particular working group of the National Seminar on Teachers held in Delhi in September, 1983 under the auspices of this Commission, after taking stock of the existing situation came up with the following suggestive list of roles for Teachers' Organisations:

(i) Improving the professional services of its members;

(ii) Improving teaching conditions and economic status with special reference to hilly, rural, desert and inaccessible area;

(iii) Interpreting the profession to the public;

(iv) Undertaking research publications, in-service development programmes and advance the academic interest of the profession of teachers;

(v) To improve teaching methods and the academic and professional training of teachers;

(vi) To establish subject teachers' associations and conduct seminars and workshops during vacations regarding upgrading of syllabi and courses of studies;

(vii) Building national atmosphere for the profession with regard to professional ethics, equitable salaries and curriculum improvement;

(viii) To create an awareness in public of the need for development of good education and eradication of social evils like communal riots, casteism, dowry etc.;

(ix) Serve as a clearing house for ideas, and as a unifying factor among many points of view to reflect generally the broad perspective concerning the development of teachers; and

(x) Take interest in single teacher schools with regard to their academic viability and providing basic reference material.

9.34 The main pre-occupation of Teachers' organisations particularly since Independence has been with the improvement of the salary and service conditions of teachers also. And in this they have, without question, achieved considerable success. The principle of parity of salary, status and service conditions between teachers of government schools and those of aided institutions, for instance, is now fully recognised and implemented in most parts of the country. The organisations have also been effective to some extent in drawing attention to the unsatisfactory service conditions in some of the privately managed schools.

Politicisation of Structures, Goals and Means

9.35 There is no gainsaying the fact that the interests and activities of a very large number of our teachers' organisations suffer from excessive politicisation. In the Commission's survey a large proportion of respondents in each category felt that the teachers' organisations are "oriented towards pressure tactics, agitations and protests"[1]. Distribution of responses in support of the charge was : primary teacher 69.91% secondary teacher 73.33%; prominent persons and educationists 85.04%; educational administrators 94.18%; teacher educators 86.39%; students 64.29%; and teachers' organisations 68.8%. This was in sharp contrast to the replies in response to the question "should there be trade unionism among teachers".[2] The majority of responses in each category, excepting primary school teachers and teachers' organisations, felt that trade unionism is out of place in teachers' organisation. The distribution of responses disfavouring trade unionism was : secondary 52.61%; prominent persons and educationists 70.97%; educational administrators 85.57%; teacher educators 64.82%; and students 3.68%. However, 58.14% of the primary teachers and 81.15% of teachers' organisations saw nothing wrong in trade unionism. As far teachers' organisations, the response is understandable; the response from primary teachers is a trifle surprising suggesting perhaps that as a group primary school teachers are more highly politicised than other categories of teachers. In another study[3] covering 100 teachers' organisations also, it was found that 90 per cent of them have been adopting an agitational approach to gain their ends.

9.36 It is common experience that whenever there is a teacher agitation involving a large number of teachers and schools, there is a public outcry against the event as it disrupts education of children. It is

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1 See question 10.5 in the questionnaire, Appendix VI.

2 See question 10.1 in the questionnaire, Appendix VI.

3 Sreedhara Swamy, Role and Effectiveness of professional organisations of teachers in India, Ph.D. Education, Mysore State University, 1977.

not difficult to sympathise with the unfavourable public reaction. In fact, it will be unfair not to mention that teachers' organisations themselves seem to be somewhat divided over this issue. A substantial body of opinion, though not quantifiable is now known to exist within the ranks of teachers, in support of the idea that teachers' organisations should be essentially apolitical; and that their primary aim should be to safeguard the professional interests of the teachers. Attention in this context is often invited to the disruptive influence of elections for Teachers Constituencies[1] resulting in group rivalaries, caste-based political interference, and other differences that tend to divide teachers. A suggestion is sometimes made that these Constituencies should be abolished as they are doing more harm than good to education.

9.37 We ourselves share the public concern that politicisation of teachers' organisations is an undesirable development, and would indeed be very happy if in our particular political and administrative circumstances a way could be found to depoliticise them and to enable them to concentrate more directly on their professional goals. We must confess that throughout our deliberations we did not come across any good suggestion as to how to accomplish this. Since 1966, that is, after the Kothari Commission presented its report, there has been a steep increase in number of teachers' organisations and in the frequency of their agitations using all the weapons of trade unionism. Some of the organisations have in their memoranda to the Commission tried to explain the reason why such a high proportion of them go in for agitation to press their demands. We are told that the first normal reaction of a State government even to a reasonable teacher demand, when it concerns salary or other emoluments is to turn it down on the plea of lack of funds. But the moment the teachers' organisations start an agitation, they climb down quickly and concede the demand at least in part. The teachers' organisations, so it seems, tend to be agitational and take their problems to streets simply because it pays to do so.

9.38 It may be recalled that the Kothari Commission had recommended the creation of Joint Teachers Councils consisting of government representatives and those of teachers, in each State and Union Territory, to sort out all matters relating to teacher salary, conditions of service, welfare and programmes for the improvement of education. In the event of a complete breakdown of negotiations, the Commission had also recommended compulsory arbitration. Our information is that this particular recommendation has not received that attention it deserved. A number of States have set up such Councils, but their functioning and effectiveness leaves much to be desired. We recommend, therefore, that the entire question of providing an effective machinery to attend to the demands and grievances of teachers should be reconsidered and steps taken on the lines indicated by the Kothari Commission.

[1] For number of teachers and graduate Constituencies in different States see Appendix IX(a).

Teacher Politicians

9.39 To curb the undesirable political activities of teachers and teachers' organisations, and as mentioned already, it is sometimes suggested that teacher constituencies should be abolished. We are afraid we cannot support this. In our judgment teacher politicians cannot be expected to be very different from the other class of politicians. In a free society based on Parliamentary institutions, it is not possible to insulate teachers organisations from the political life of the rest of the society; nor does it seem fair and realistic to demand of teachers standards of political behaviour which no one else follows. But we do wish to stress that when a teacher gets elected to a Constituency he must be treated as on leave from the institution during his term, and that he must not be entitled to any salary or remuneration from the institution during this period.

Mushrooming

9.40 The number of teachers' organisations in the country has grown greatly in the last two decades, particularly after the mid-sixty's. Of the 140 and odd teachers' organisations today, a good many have been established during this period. As an example take the Union Territory of Delhi. The first teachers' organisation in Delhi was the Delhi School Teachers Association which was set up in 1942. The additional organisations that have come up during the last 20 years now include: Government Aided School Principals Forum (1964); Municipal Corporation Teachers' Association (1966); Government School Principals' Association (1966); Government Aided School Teachers' Association (1967) Aided School Principals' Association, and Public School Teachers' Association.

9.41 One problem created by this organisational mushrooming is the threat it poses to the unity of the teaching profession. The ideal that the teaching profession is a single profession and that distinctions among school teachers, technical teachers, university teachers etc. should imply no hierarchical difference has practically become part of the profession's prevailing value frame. Teachers themselves are not very happy about the mushrooming of their organisations as in their opinion, and rightly so, it weakens their collective strength to bargain. Some of the organi-

sations in their memoranda to the Commission have suggested that there should be only State level or stage level organisations so that the number of organisations gets reduced substantially and they can function more effectively. The administrators are also unhappy about this mushrooming, mainly because it makes difficult for them to nominate or to have nominated teacher representatives on different official or semi-official bodies.

9.42 Our own feeling is that the question of how many organisations at the centre or in the States, teachers should have, is a matter entirely for the teachers themselves to decide, and that no one else should come into the picture. So long as these organisations are established legally, and continue to function according to the provisions of the Constitution, there cannot be and should not be any bar to their establishment.

9.43 As for the administrative problem of providing representation to teachers on official bodies, we feel that if before making the nomination or inviting nominations, the Government made it a rule to lay down clearly a set of criteria to guide the selection or identification of representatives, much of the problem would cease. It goes without saying that the formulation of criteria must reflect the basic objectives of the concerned body, on which teacher representation is to be provided. In a situation where the government finds it difficult to reach a decision, there is no reason why the responsibility for identification could not be transferred to the concerned organisations collectively.

Towards a Profession

9.44 It is true that there has not been much sustained activity or effort on the part of most of the teachers' organisations so far to develop the professional competence of teachers. It gave us some pleasure, therefore, to note that several of them have been holding educational conferences from time to time to discuss themes and issues of contemporary interest or having relevance to the stages of education served by their members. Some of the organisations also bring out journals and bulletins including Hand-Books for teachers. To give a few examples: Mysore State Education Federation has brought out a Hand-Book for teachers, and another for nursary school teachers. Bihar Secondary School Teachers Association brings out a monthly called 'Eastern Educationist'. Tamil Nadu Asiriar Kazhagam brings out a monthly called 'South India Teacher' and is reported to have published a number of books in different school subjects. The All-India Federation of Educational Associations has published a Hand-Book on teachers organisations in India and also brings out a monthly bulletin called AIFEA News. A special mention should be made of the SITU, council of Educational Research which caters purely to the research and academic needs of the teaching profession in the South.

9.45 But all this considered against the professional needs of the teachers community in the country is 'a drop in the ocean'. The Mysore Study to which a reference was made earlier reported the following information regarding teachers' participation in the academic activities of their organisation:

Nature of participation	Participation of teachers in percentage
Resource person	5%
Presentation of papers . . .	7%
Consultant	1%
Group Leader	4%
Discussion	16%
Observer	26%
Non-participation	41%

9.46 Two main reasons for this very limited professional role of the teachers' organisations are their weak financial position and their unending preoccupation with problems of emoluments and service conditions of teachers. As is well-known most of these organisations depend for funds on their annual subscriptions, the rates for which in many cases are nominal.

9.47 We do hope that in the years to come teachers' organisations will find it possible to give greater attention and will also get greater opportunities to develop the teaching community into a good well-knit profession. We cannot do better than call attention to the following recommendation that emerged from the WCTOP study of 'Status of Teachers in India' in 1967 : "Teachers' organisations in India must develop programme to increase active participation in such organisations by Indian teachers. They must organise membership drives and mergers of existing organisations so as to build State associations capable of developing programmes of mutual benefit to improve teacher welfare, programmes of public relations to secure the support of an informed populace of educational improvement, programmes of research to secure facts and figures for the establishment of negotiating rights and procedures, and programmes of professional improvement so as to take their rightful part in educational planning".

Participation in Policy Matters

9.48 A common complaint from the teachers and their organisations, is that government is not interested in giving them proper recognition and patronage. Several of the organisations, particularly from Bihar and West Bengal, have observed in their memoranda that they were not being taken into confidence by their governments, and that under the existing conditions they are not finding it possible to play their professional roles more effectively.

9.49 But while viewing these complaints with much sympathy, we could not help asking; where is the expertise and knowhow in the organisations that should compel attention or merit recognition and compel the government to consult them in policy matters as a matter of routine? In some countries teachers' organisations are so deeply committed to the building-up of their national teaching profession, and their officials invest so much effort in study and research, that their knowhow is widely respected and their governments have a natural desire to consult them whenever there is an important policy matter needing consideration. Consultation in policy matters is not a right that can be simply demanded, it is a privilege that must be earned by sedulous cultivation of learning and scholarship. When this happens, recognition and consultation result naturally and effortlessly.

9.50 A good illustration of this, we are told, is the National Union of Teachers of United Kingdom whose officers are highly respected for their high-standards of professional knowledge. The following extract from a paper[1] prepared for the Commission is relevant. "The Minister of Education rarely refuses to receive an official union delegation. Senior officers of the various unions soon learn their way around the corridors of power, and most of them succeed in establishing personal relationships with officers of ministries and local authority associations. Unions have an important formal role in the policy-making process. It is customary in Britain for Governmental departments to produce trial drafts of proposed developments of changes in policy, which circulate to interested parties, such as local authorities. Preliminary drafts of proposals which affect education are submitted to the teachers union as a matter of course, and the unions are able to comment freely upon them. This enables a Minister to test consumer reaction to his proposals and to widen the area of technical advice on which he bases his conclusions. This practice is unofficial; there is no legal obligation upon a ministry to obtain advice from teachers".

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[1] Chaurasia, Gt Teachers' Organisations Professional Growth, a paper commissioned by the National Commission on Teachers, 1984.

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CHAPTER X

Translating Words into Action : Implications for Implementation

10.1 In the foregoing chapters we have made a number of recommendations concerning the status, salary, service conditions, training and performance of the teacher. The main thrust of our recommendations has been towards a greater decentralisation of the control and management of our schools and school programmes. We have also been clear that the decentralisation without accountability all along the line will only mean chaos. What we need today is not only greater accountability from the teacher but from the administrator and the politician as well.

10.02 In this last chapter we wish to elaborate further this concept of decentralisation. More specifically we propose to dilate upon the school complex idea, the role and qualities of the Headmaster, the place of the private school in the national system, and the development of non-formal education as a strong ally of UEE. We propose to recommend immediate steps towards the establishment of a National Commission for School Education (NCSE), giving of statutory powers to the National Council of Teacher Education (NCTE) and the revival of the Indian Educational Service (IES). Before concluding the chapter, we would like to say a word or two in general about the greater need for accountability among educational administrators particularly the District Education Officer, and the need to make substantially larger allocations for educational research and collection of statistical intelligence. We shall conclude the chapter by presenting the cost estimates of our major recommendations.

School Complex[1] and Institutional Plans

10.03 If the idea of the school complex as the main strategy for UEE is to work, every institution in a complex must prepare an institutional plan, indicating among other things the targets of school enrolment and retention to be reached annually, and the additional community resources in cash and kind to be raised for improving the school facilities and for overcoming the socio-economic barriers which at present prevent a large number of girls and children from the weaker sections from coming to schools or from staying there long enough to acquire permanent literacy.

10.04 It must be clarified that an institutional plan is not a 'Charter of Demands' ; it is a statement of the educational tasks, including enrolment and retention of children, to be completed by an institution within the stipulated period of time, largely from its own resources plus those it can mobilise from the local community. There is nothing new in the idea of an institutional plan. There are a number of good schools which prepare and implement such plans already. What we are suggesting is that this practice, which is now confined to a few institutions should become more general.

10.05 A number of suggestions to facilitate the initiation and diffusion of this practice readily come to mind. It will be a good thing, for instance, if each State Education Department could prepare a set of guidelines in the matter for the guidance of the school headmasters. Such plans could also be made an important basis of school inspection.

10.06 If these institutional plans have to be prepared meaningfully, we foresee clearly a need for arranging short training courses for heads of institutions. At the national level such courses are already arranged by the National Institute of Educational Planning and Administration (NIEPA). We understand that some of the State Institutes of Education (SIE) have also been taking some interest in this direction. But if the preparation of institutional plans is seen as an essential component of the strategy to reach the UEE goal, the organisation of short orientation courses will have to be done on a much larger scale.

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1 See also paras 4.29 of Chapter IV, 6.60, 6.71 of Chapter VI and 8.22 of Chapter VIII.

Mobilising Community Resources

10.07 Mobilising community resources for educational programmes is not just an idea, it is, as there is enough experience to confirm it, an entirely practicable proposition. People everywhere can be relied upon for their keenness to contribute towards educational programmes according to their means, only if they are convinced that what they are being asked to spend or contribute is directly for the good and benefit of their own children, or for those of their community.

10.08 In order that the community contributions become available for use to the school authorities, it is desirable to institute an Education Fund at each institution for this purpose. Such a fund could consist of donations and contributions voluntarily made by the local community; a betterment fund to be levied on the students; sums placed at the disposal of the institution by the local authorities, and grants-in-aid if any, to be given by the State government, say on an equalisation basis. The idea is that the head of the school should be able to utilise these funds according to the approved institutional plan of the school as and when the need arises without any delays.

10.09 A school complex in a rural or tribal area often faces staffing problems. A high percentage of schools in these areas consist of single teacher schools, where teacher absenteeism is chronic. It is suggested that recruitment of teachers to these schools should primarily be from amongst the local people. If qualified persons are not available, the qualifications should be relaxed and arrangements made for improving the teacher's credentials, through correspondence courses and other devices. It will be appreciated that while it may not be possible to provide leave substitutes in single teacher schools, the school complex idea easily creates possibilities of attaching one or two leave reserve teachers to the Central Secondary School from where they could be sent out to wherever the need is.

Private School[1]

10.10 Many representatives of teachers' organisations drew our attention repeatedly to the unsatisfactory management and service conditions of teachers in some of the private schools. A suggestion frequently made in this behalf was that as a matter of policy all private schools should be abolished and their management taken over directly by the Government.

10.11 We are aware of the many problems faced by the teachers of private schools. Indeed, it will be most useful if some general guidelines to improve their management are worked out for the use of their managers. But we see no reason why such a drastic step as the take over, lock, stock and barrel, of all private institutions should be contemplated. Not only does the Constitution gives full freedom to the minorities to run their institutions, we have also a long tradition of private educational effort in this country. It must be appreciated that a private school has several advantages which are not shared by a government school. Many of them have strong ties with the local community on whom they depend for support, they also have the much greater advantage of the loyalty of their teachers who are recruited, unlike those in government service, to individual institutions. In Government or Local Body institutions, the teachers belong to a cadre and not to the institution, and are liable to be transferred from one institution to another. Since in many places transfers are rather frequent, the only loyalty the government teachers can possibly develop is towards their own cadre and not to the individual institutions where they work.

10.12 The point we wish to underline is that the private institutions which operate under the law of the land are as much part of the national system as the other institutions. Their contribution to education is great as it has been in the past, can be greater still in future provided they receive proper encouragement, support and recognition, and give a fair deal to the teachers working in them. It is hardly necessary to remind ourselves that the majority of secondary schools, special schools, institutions for higher education and colleges for special education in the country are private institutions, even though a great many of them receive financial support from the Government.

Supervision of Non-formal Education

10.13 Considering the importance of development of non-formal education is likely to get in the years ahead, a special problem to which we would like to invite attention concerns arrangement for the inspection and supervision of NFE centres. Experience suggests that, as most of these centres work in the evenings or at odd hours, and in many cases, for a couple of hours only, it is not practicable for the normal inspecting staff of a State Education Department to assume responsibility for their proper conduct and supervision. It is suggested, therefore, that apart from having the needed qualifications, a supervisor of non-formal education should as far as possible be a person recruited locally and one who is highly respected in the community and is able to take on such an onerous task.

[1] See also paras 6.81, 6.83 of Chapter VI, 10.24, 10.25 of this Chapter,

10.14 Among the many important functions which a supervisor of NFE centres will be expected to perform are:

(i) To guide the teacher and children by giving demonstration lesson ;

(ii) To maintain close contact with the leaders and influential persons in the community ;

(iii) To maintain liaison with officials of the other departments ; and

(iv) To monitor the progress of the centres by supplying required information and statistical data to the higher authorities.

It is obvious that local persons, if appointed to the supervisory role, will need some initial training, which may have to be repeated from time to time according to the individual needs of the supervisor and those of the NFE programme.

School Headmaster[1]

10.15 It is on the headmaster that the proper working of a school will, in large measure depend. The reputation of a school in the community depends greatly on the influence that the headmaster commands over his colleagues, the pupils and their parents, and over the general public. It is through his contact with the parents and general public that the school will succeed in forging that link with the larger community which is the basis of so many of our recommendations. If a headmaster is to meet all these expectations, the choice of the headmaster of a school is of crucial importance. It will be very risky indeed, if in this crucial matter we went entirely or even largely by seniority. We were told that in one State 75% of the Principals of the Secondary Schools are promoted from amongst school teachers purely on the basis of seniority, and that all the vice-principals of secondary schools and headmasters of middle schools are appointed entirely on seniority. We cannot disapprove of such a policy too strongly. In our judgement the main consideration, in fact the sole consideration, in the selection of a headmaster should be his merit. The first preference, obviously must go to the serving teacher and not to an outsider. But if a suitable person does not exist, mere seniority should not be allowed to influence selection and there should be no hesitation whatsoever in recruiting a person from outside. Whatever the career interests of serving teachers, in our humble judgement, the interests of the institution and the children studying there should take precedence.

[1] See also paras 6.75, 6.85 of Chapter VI, 10.28 of this Chapter.

Need for Additional Financial and Administrative Powers to Headmasters

(a) **Financial Powers**

10.16 In many states the repairs and maintenance of high and higher secondary school buildings, staff quarters, play fields etc. are the responsibility of the Public Works Department while in the case of middle and primary schools, this responsibility belongs to the District/Block Education Officers. The headmasters who are the real sufferers from delay in carrying out needed urgent repairs cannot take any action other than reporting the matter to the appropriate agencies. These agencies being away from the school, and being in-charge of repairs etc. of many institutions take a long time to attend to the reports of the headmasters. Many a time a repair of a minor nature becomes a major work simply due to lapse of time and the further damage that occurs in the meantime. We feel that an educational institution will be much better maintained and at a lower cost, if the headmaster is authorised to undertake the routine repairs locally. We suggest that he be given an imprest of atleast Rs. 1.500 to have necessary repairs to the school plant carried out at his own level, since the headmasters of primary and middle schools, being non-gazetted officers, do not usually exercise any financial powers. Often there is broken furniture in a school which, if repaired at a small cost, can meet the school requirements without having to go in for additional new furniture.

10.17 Some other suggestions to augment the financial powers of a school headmaster that we would suggest for consideration are: competence to sanction loans out of the Provident Fund, to write-off unserviceable books, equipment and furniture upto the value of Rs. 1.000/- at a time, and to buy books, periodicals and other material for the school library subject to the availability of funds in the school budget.

10.18 We were told that in some places children of scheduled castes and scheduled tribes communities are exempted from the payment of the Pupils' Fund. Many schools where such students are enrolled in large number are consequently deprived of this resource. In order that the heads of these institutions may not feel handicapped in developing their programmes normally, we would suggest that the Pupils' Fund for such students should be reimbursed to the school by the State government.

(b) **Administrative Powers**

10.19 The headmaster should be authorised to sanction all admissible leave to the teachers of his school. This will be of help to the teachers, avoid considerable correspondence and save much time. He should

also be authorised to take substitute teachers in the vacancies caused by long leave, training and suspension, and in other temporary vacancies. This will enable him to run the school smoothly without undue interruption.

10.20 It is also important that he should have a major say in the transfer and postings of his staff. No teacher should be transferred from his school or posted there without consulting him. He should also be given authority to ask the Department to transfer upto 10% of his staff should such transfers be considered necessary by him for the smooth running of his school. If he complains against a staff member to the Department, action should be immediate. In fact, he should have the authority to relieve any employee working in his school and direct him to report back to the Education Officer of his area. He should have full powers to expel or rusticate a student. Since the headmaster is the key person in building up an institution, he should stay for a sufficiently long period of time and should not normally be transferred, unless there is a good reason to do so.

10.21 A number of other suggestions have been made to us to strengthen the position of the headmaster. It is not necessary for us to mention all, but we would suggest that when a teacher from a school is to be sent for in-service training, his deputation should be in consultation with and approval of the headmaster. He should also be empowered to give permission to his staff to join correspondence or evening classes to improve their qualifications. It should also be within his competence to engage local artisans/ skilled workers on a temporary basis to develop and operate SUPW programmes.

Private Tuitions

10.22 Before concluding this section we would like to raise the question of private tuitions to which our attention was drawn on a number of occasions during our discussions in States. We are aware of the widespread abuse of private tuitions by teachers particularly in the urban areas. One important step to deal with the problem, one, in fact, which is already in practice in some of the good schools of the country, would be to introduce a system of remedial teaching in the school itself, whereby teachers would undertake the responsibility of helping weak students to improve their performance. Such remedial classes may be organised before or after school hours for which the teachers should be paid a suitable allowance. The practice will serve to institutionalise individual attention to the slow learner or a child with some other handicap, thus rendering private tuition unnecessary and preventing much avoidable wastage.

School Managing Committee

10.23 One of our important recommendations has been that the control of Government schools should be transferred to local Managing Committees with adequate powers and authority to run them efficiently. There is an urgent need to evaluate the experience and functioning of such Committees wherever they exist already. We understand that each of the Kendriya Vidyalayas has a Managing Committee of its own and that the arrangement is working quite satisfactorily. We suggest that there be a national survey to make an in-depth study of the working of such Committees in different States. NIEPA would be a suitable agency to undertake such a study. The survey should be followed by a workshop at the national level to prepare suitable guidelines regarding the constitution and functions of such Committees. An important aim of the workshop should be to develop a number of standard models that will meet effectively the individual needs of government institutions working in different parts of the country.

Autonomous Schools[1]

10.24 Related to the notion of decentralisation of authority is that of the promotion of a net work of autonomous schools in the country. Autonomy is not to be construed as a licence to do what one likes but as the recognition of responsibility and competence of the head and staff of a given school to run the school independently. The idea is that an autonomous school takes its own decisions in such matters as curriculum, methodology, evaluation etc. within the broad framework of national goals and needs. Deserving institutions, to be selected according to a well-articulated set of criteria should be given every encouragement by government and voluntary organisations to function as autonomous establishments. It is our sincere hope that an important consequence of a policy of decentralisation of control will result in the emergence of a number of outstanding innovative institutions which be expected to have a favourable impact on the general system.

Accountability of the District Education Officer[2]

10.25 We have developed excellent plans and programmes. But we have had a very poor record when it came to implementation. The reasons are many : political interference, lack of departmental coordination, red-tape and outworn financial procedures etc. An important matter to which attention needs to be drawn here is the lack of authority and accountability of the District Education Officer (DEO). The supervision of a district in India, in educational terms, is a fairly big responsibility—some 1000 educational insti-

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1 See also paras 6.81 of Chapter VI, 10.10 and 10.25 of this Chapter.

2 See also paras 6.81 of Chapter VI, 10.10, 10.24 of this Chapter.

tutions with 5,000 teachers and some 125 thousand students. Although the size of the district varies a good deal from State to State, and within a State from district to district, depending upon the state of educational development, the DEO in the country is a responsible officer with a big job of school administration and control on his hands. At present he lacks both authority and accountability which makes him ineffective *vis-a-vis* his status and the role he is expected to play in the development of education in his district. The same, also goes, at a lower level, for the Block Education Officer.

10.26 Consider for example, the question of transfer of teachers. Our own view has been that teachers should be appointed to individual institutions so that the question of transfer does not arise as a rule. But pending that, the transfer of teachers will continue to be an important administrative responsibility. In some States, the Director of School Education is the only authority for transfer of teachers from one school to another. The District Education Officer/Block Education Officer has no powers to transfer a teacher, even temporarily, within his jurisdiction. As a result he cannot send a surplus teacher from one school to another, faced with a teacher shortage. Normally he has to wait for a long time before securing the transfer orders from his Directorate. This very adversely affects the work of schools. We feel that the DEOs should be empowered to transfer teacher from one school to another within their jurisdiction and according to need. The Directorate should lay down general guidelines for transfers and leave the implementation to the District Officers.

10.27 Not only should the DEO's authority be increased, he should also be encouraged to use that authority. The stranglehold of red-tape and outworn procedures in administration has been such that there is great reluctance to use authority even where it exists. Unless curbed, this will make nonsense of the principle of delegation of authority or decentralisation of control which we have been advocating in our report.

10.28 The DEO must be held fully accountable for the completion of every single programme and project given to him. Without enforcing accountability nothing will, nothing can happen in our particular situation. Where the performance is assessed to be unsatisfactory, corrective administrative action must follow. Needless to add what we are saying about the accountability of the DEO will apply, *mutatis mutandis* to every Block Education Officer and school headmaster[1] in his jurisdiction.

[1] See also paras 6.75, 6.85 of Chapter VI and 10.15 to 10.21 of this Chapter.

Need for Research

10.29 Awareness that research in education, as indeed in other disciplines, needs to be promoted with a much greater effort and investment of resources has been growing during the last three decades. As a result, the number of institutions and number of research projects all over the country has increased to some extent. However, we have painfully to place on record our assessment that both quantitatively and qualitatively, the present record of research in education is far from impressive. It is very undeveloped and is quite insufficient to serve as a basis for policy formulation and administrative decision making. No wonder, the educational administrator tends to look askance at any proposal or programme of research suggested to him.

10.30 During our visits to the States, we heard of many changes and new educational programmes in curriculum development, in learning, teacher orientation, and so on. But nowhere did we see any evidence that such decisions had been prompted or influenced to some extent atleast by any good research or study. In fact, we often initiate important policy and structural changes in education without any proper survey or scientific assessment of the overall situation. Our deliberations revealed numerous gaps in our thinking which could not be filled because of the absence of related studies and investigations. We wanted to know, for instance, how the Joint Councils of teachers in different States have been functioning. No such study was available. We wanted to have some data evaluating the current transfer policies followed by the State Education Departments. No analytical studies were available. We wanted to have a proper understanding of why the States in North-eastern region lag behind in providing professional training of their teachers; no relevant information was available to illumine the problem. We wanted to have a critical analysis of the relative cost-effectiveness of the four-year teacher training course wherever such courses had been tried out; again there was no financial or longitudinal study to throw light on the issues involved. We cannot recommend too strongly that if we have to improve the quality of our decision making in education the present apathy to educational research and field study must go. And here we would like to reiterate the recommendation first made by the Kothari Commission that there should be a deliberate effort to increase the allocations for educational research, the goal being to devote at least 1 per cent of each State's Educational budget to it.

10.31 We suggest that UGC may consider providing at a rate of Rs. 20,000 per institution for 100 selected Training Colleges/University departments of

education to promote indigenous action-oriented research. The UGC support, we would like to clarify, should be in addition to what the States or Universities are providing for research already.

10.32 We must also recognise the need to promote research in elementary training schools. We suggest that each such Centre should receive an annual grant of Rs. 10,000 for this purpose. This small grant will enable the institutions to make a modest beginning in research by taking up for study and examination some of the more common educational problems from the field.[1]

10.33 A very important consideration in educational research concerns the choice of the research areas or problems. Some effort at the preparation of suitable guidelines, and at determining research priorities in education, can be of great help in giving a sense of direction to educational research in the country, and in creating a greater confidence amongst administrators and policy makers in its relevance to educational planning and development. We recommend that a representative group of some 25 competent enthusiastic young research workers, educationists and administrators, preferably not above the age of 40, should be set up to prepare the suggested guidelines and priorities. We would prefer the UGC and/or the Ministry of Education to sponsor such a workshop. We would expect the group to complete its assignment within a period of 3 months. It should be open to the group to co-opt or invite specially any outstanding educationists or research scholars above the age of 40, should their participation be considered useful.

Improving Statistical Information

10.34 What we have said about educational research applies *a fortiori* to educational statistics. Our statistics are very poor and unsatisfactory indeed. Till today we have no information regarding the exact number of teachers at different stages in our country, the estimates vary from 3 to 4 million. The same goes for the number of education institutions. We found to our utter dismay that different sources give different statistics for the same variable in the same year. Not only is there no coordination, there does not seem to have been much awareness of the growing national need to make one Central agency responsible for the collection, dissemination and authentication of educational intelligence. Upto a point that function is supposed to be the responsibility of the Central Ministry of Education from which we received every co-operation in our present enquiry. We are aware that the Ministry of Education has been making efforts to streamline the working of its Statistical Unit concerned with the collection, analysis and presentation of the nation's educational statistics. These efforts will have to be strengthened a great deal, if the need for timely availability of statistical intelligence on education and its various aspects is to be adequately met

10.35 We received considerable help from the NCERT in the collection of educational statistics needed for our study. NCERT is a premier research organisation of the country and collects a good deal of statistical information from the states every year. A very good source of useful educational statistics, we are glad to mention, has been the periodic surveys of this organisation. But the frequency of these surveys particularly of well designed sample surveys, where surveys of entire populations are not practicable, must increase significantly to be of assistance in educational reform and development.

10.36 We are aware that perhaps one major problem here is the absence of a strong demand for statistical data from the political and administrative decision makers. Conversely, our policy formulations and decision making in education continue to be poor at least partly because there is insufficient support from a strong statistical base. This is undoubtedly a vicious circle, to break which concurrent action will be necessary on both the sides. We recommend that a task force should be immediately set up by the Ministry of Education to look into the present practices of data collection in the State Education Departments, Planning Commission and the Ministry itself, and to come up with practical recommendations to streamline the system of national educational statistics. We urge that this matter be given priority.

Establishment of a National Organisation for improvement of Standards in School Education

10.37 We have today got the second biggest school system in the world with some 7,55,000 educational institutions, some 130 million students, and some 3.5 million teachers. But as pointed out in Chapter VI, the quality and standards of our education cannot be considered to be very high. True, some of our good medical and engineering institutions are as good as the best anywhere, and our best students can hold their own against the very best in any other part of the world. But that does not take away the stark reality that the average standards of attainments of our students leave much to be desired. Not only that there is an enormous variation of standards from one part of the country to another.

10.38 At the university level the responsibility for the co-ordination and determination of standards had been entrusted to the University Grants Commission

[1]For Financial estimates see para 10.77 of this Chapter.

But there is no analogous organisation at the school level to respond to the challenges for excellence, quality and higher performance, although the need is clearly as great.

10.39 Since education until recently was a State subject, no serious thought seems to have gone into this matter. Now that education is in the Concurrent List, we can ill-afford not to respond. We recommend that a National organisation should be established immediately to perform the following functions:

(i) To set definite goals and standards for school education ;

(ii) To lay down minimum standards of facilities for elementary and secondary schools;

(iii) To undertake periodically, assessment of student's attainments as well as of the State school systems with a view to identifying deficiencies and suggesting remedial measures ;

(iv) To conduct sample supervisions and/or to arrange supervision of schools by its own staff of specialists or selected panelists from outside, with a view to improving the working of schools and providing guidance towards their functioning at higher levels of performance and achievement ;

(v) To arrange, with the support and cooperation of appropriate organisations at the national and State levels, research studies, investigations, and surveys relevant to its functions ;

(vi) To provide a National Testing Service for schools on a voluntary basis ;

(vii) To collaborate with all concerned organisations, public and private, at the national and state levels to improve the quality and standards of school education ;

(viii) To perform all such other functions as are relevant and necessary for the above mentioned functions.

10.40 In order to establish and improve educational standards, the proposed organisation must have, on its staff, to begin with, a corps of 50 academic supervisors drawn from amongst outstanding educators, headmasters and teachers. The supervisors should be subject specialists with a progressive outlook, their competence to include among other things, good knowledge of Hindi/Regional language and English. They would be expected *inter alia* to supervise a random sample of schools and assess their progress by working in close collaboration with officials of the State Departments. It should also be open to any school to invite them to assess its working and instructional programmes and provide guidance.

10.41 The proposed organisation should receive sufficient funds from the Central Government to perform its functions and/or through other appropriate agencies.

10.42 Not counting the cost of land, we suggest a capital grant of Rs. 50 lakhs for the accommodation, equipment and related facilities for the proposed organisation. Accommodation should provide for office accommodation, conference rooms, work spaces, spaces for special and experimental testing, library, auditorium, recreation room and computer space.

10.43 As for recurring support we suggest that a beginning be made with Rs. 20 lakhs which may be progressively raised to stabilise at Rs. 50 lakhs in the penultimate year of the plan.

10.44 There was difference of opinion in the commission regarding the naming and status of this organisation. One view was that it should be called 'National Commission for School Education' after the University Grants Commission, as has been suggested by a number of teachers' organisations from time to time ; and that it should be given a statutory status to ensure its impact on the national system. According to this view although the name of the organisation sounds like that of the University Grants Commission, it will neither be desirable nor indeed feasible to saddle it with any grant giving functions.

10.45 The other view was that the proposed organisation must not be called a Commission as that could possibly create misgivings in the minds of the State Governments and unnecessarily generate avoidable resistance from them. The view also did not favour the idea of a statutory status for this organisation, as it was felt that the organisation must first through its record of work and impact prove that it deserves and is in need of such a status.

10.46 In order to facilitate a proper consideration of the proposal and many of its important aspects such as name, location, objectives and functions, co-ordination and net-working among others, with such organisations as the NCERT and State Institutes of Education, and to work out the financial implications of the proposal, we suggest that as a first step, there should be a meeting of the Union and State Education Ministers to evolve a broad consensus on the main features of the proposal. A Working Group could then be appointed to prepare the other details. Pending the finalisation of the proposal and its other details, we recommend that a token provision of Rs. 1 lakh be made in the 1985-86 budget of the Central Ministry of Education for this purpose. The proposed Working Group, while determining details of the functions of

the National Organisation, may be asked to keep in view, among other things, the following aims and activities : (a) selective grant-giving powers ; (b) promotion of national integration ; (c) promotion of school education especially in backward areas and among girls and women; (d) promotion of cultural and recreational programmes through Bal Bhavans and Kumar Bhavans ; (e) to reorient education and examination systems bearing in view the needs of employment, vocations and development of integrated personality ; (f) promotion of educational materials in cooperation with such organisations as NCERT, NIEPA, UGC, Children's Book Trust, National Book Trust and Children's Film Society; (g) to facilitate the implementation or the recommendations made by various Committees and Commissions in the field of school education ; and (h) to ensure coordination with the existing organisations working in the field of school education and avoid unnecessary overlapping of functions.

National Council of Teacher Education

10.47 We are of the view that the one organisation at the central level that is most suited to address itself to the maintenance of standards in teacher education is the National Council of Teacher Education (NCTE). Set up in 1970s, this Council has so far not made its presence felt except for developing broad guidelines for a curriculum framework for teacher education, elementary and secondary and some norms for these institutions [Appendix XIII (xii)]. Since its role is largely advisory, its impact has been marginal. Considering that we are recommending nothing short of a complete overhauling of teacher education, it is necessary, in our judgment, that such a body be vested with statutory powers to enable it to develop and prescribe uniform norms for the maintenance and refinement of academic standards and to monitor them effectively.

10.48 The powers, the NCTE should enjoy include (i) the powers of accrediting teacher training institutions after inspection ; and (ii) powers to recommend to Universities and State Governments the disaffiliation of any institution that does not measure up to the required professional standards. In some ways it can be compared in its functions to the Medical Council of India, the Bar Council or the Institute of Engineers. The accreditational function will cover all institutions dealing with Teacher Education at all levels, the pre-primary, elementary and secondary. The University or State Board will be expected to affiliate a College of Education or an Elementary Training Institute only after a favourable certification by the Council. Their scrutiny will cover (i) physical resources like land, building, equipment, laboratories, workshops, library holdings etc., (ii) the contents of the curriculum to be judged from the highest standards of national and professional expectations having regard to the need for development of practical skills necessary for the proper fulfilment of a teachers' task; (iii) the system of evaluation proposed to test the students' performance ; and (iv) above all the qualifications and competencies of the teacher educators themselves.

10.49 For a task as onerous as this, we envisage that due care will be taken of the composition of the NCTE itself and in ensuring that a cadre of subject specialists and educational experts are drafted from time to time from the field for the supervisory and montitoring functions indicated above.

10.50 We suggest that this matter be included in the agenda for the conference of the Union and State Education Ministers, along with the proposal for the National Organisation for Improvement of Standards in School Education.

Indian Education Service (IES)

10.51 The Commission has throughout been aware of the lack of an Indian Educational Service at the National level. We noted that such a service did exist some time ago but was discontinued later. The IES was first constituted in India as a result of the recommendations contained in the Report of the Public Service Commission of 1886, and was further reconstituted in 1896-97 in the form of Superior Educational Service comprising two divisions—the Indian Educational Service and the Provincial Educational Service. However, recruitment to the service was discontinued in 1924 as a result of the fact that education had become a "transferred" subject.

10.52 The IES from its very inception suffered from low status in comparison with the Indian Civil Service and other allied services and faced discontent among its incumbents. Although attempts were made from time to time to upgrade the position of the Service, it ended to remain somewhat unpopular because of lack of equality of rank and status vis-a-vis other all-India Services. The top positions in the field of edcation continued to be held by ICS personnel with higher benefits and status. Considerable disparity existed between members of the Service at the provincial levels as well. General discontent on these accounts and financial considerations led to the progressive extinction of the Indian Education Service.

10.53 While noting the reasons for the discontinuation of the IES, the Commission is in no doubt that it had made a distinct contribution by way of giving

status to educational profession and improving its influence and quality. That, in fact, is the main reason why various Commissions on Education have from time to time been stressing the needs for its reinstatement. In 1965 a Resolution was passed in the Rajya Sabha for the creation of the IEs (General and Technical Education). The resolution was reiterated by the conference of Education Ministers held in 1966. But matter was not pursued further. The Commission feels that the time has come when the revival of the IES must not be postponed any further. The IES will be a healthy check on the narrow parochialism and divisive tendencies within the national system of education. The Commission is convinced that the process of educational improvement at all levels, would be speeded up considerably with the help of the Indian Education Service.

10.54 We also feel that the Institution of Indian Education Service will contribute materially to national integration. Since the service would be common to the centre and the States, there would be movement of officers between them and this mobility and inter change of experience would be of advantage, both to the Central as well as the State administrations.

Financial Estimates

10.55 Of the several recommendations that we have made in the foregoing pages of this document the ones with large financial implications are the following:

(1) Universalisation of Elementary Education ;
(2) Improvement of salary scales of teachers ;
(3) Construction of residential quarters for women teachers in rural areas ;
(4) Improving infrastructure and other facilities of teacher training institutions ;
(5) In-service education of teachers ;
(6) National Organisation for Standards in School Education ; and
(7) Research and Statistics.

I. UEE

10.56 The estimates of additional enrolments to be reached by 1990 through formal and non-formal channels of elementary education have already been provided in para 6.16 of Chapter VI. To recall the data

(in lakhs)

	Enrolment through Formal channels	Enrolment through Non-formal channels	Total
Primary . .	233.00	78.00	311.00
Middle . .	288.00	32.00	320.00
	521.00	110.00	631.00

10.57 We suggest that the cost estimates of the programme be worked out for four levels of projections, namely,

(a) 100% level
(b) High level (aimed at achieving 75% of the target)
(c) Medium Level (50% of the target)
(d) Low Level (25%).

The projections for the high, medium and low levels are given below :

	Formal Channel	Non-Formal Channel	Total
High level Projections (75%)			
Primary . .	174.75	58.50	233.25
Middle . .	216.00	24.00	240.00
	390.75	82.50	473.25
Medium Level Projections (50%)			
Primary . .	118.50	39.00	155.50
Middle . .	144.00	16.00	160.00
	260.50	55.00	315.50
Low Level Projections (25%)			
Primary . .	58.25	19.50	77.75
Middle . .	72.00	8.00	80.00
	130.25	27.50	157.75

We have to make another assumption regarding the distribution of the projected enrolments over the 5 years of the Seventh Five Year Plan period. A simple assumption often made in such exercises nationally and internationally is to provide for 20% of the total additional enrolment every year. By this assumption the proportions of the total enrolment to be reached in the different years of the plan work out as follows:

1985-86 . .	20%=20%
1986-87 . .	20%+20%=40%
1987-88 . .	20%+20%+20%=60%
1988-89 . .	20%+20%+20%+20%=80%
1989-90 . .	20%+20%+20%+20%+20%=100%

Choice of per pupil cost

10.58 The All India per primary pupil cost in 1970-71 was Rs. 57.00. By 1977-78 this had risen to Rs. 127.1 indicating a net increase of 122.98%. We do not have any statistics available for a very recent year but if the assumption can be made that a similar increase in the per pupil cost has occurred during 1977-78 to 1984-85, the present figures should be Rs. 283.41. We suggest this per pupil cost be rounded off to Rs. 300.

10.59 The per pupil cost in a middle school in 1970-71 stood at Rs. 84.9. By 1977-78 the figure had risen to Rs. 164.8. Assuming a similar rise (arithmetically) by 1984-85 we get a figure of Rs. 319.89. We suggest that this figure also be rounded off to Rs. 300 per pupil. It is interesting that both our rounded figures come to Rs 300. This is for the formal channel.

10.60 For the per pupil cost in the non-formal channel, it is suggested that it may be taken at 50% of the cost in the formal channel, that is Rs. 150 per pupil. Except for this we do not propose to make any further differentiation in the calculation of the estimates for the two channels.

10.61 The cost estimates for total plan period for the four level of projections are now worked out below:

	Ist Year of the plan (1985-86)	Last Year of the plan (1989-90) 5(1)	Total Plan Period (1985-90)= 3×(2)
	(1)	(2)	(3)
100% Enrolment[1]	37860	189300	567900
High Level (75%)	28395	141975	425925
Medium Level (50%)	18930	94650	283950
Low Level (25%)	9465	47325	141975

II. Improvement of Salary Scales

10.62 Our expectation regarding the recommendations made in Chapter V is that each State Government will determine its own running scale keeping in view the general principles enunciated earlier. It was mentioned there that as a result of the new pay fixation approach we have suggested we would like to see the secondary teachers of the country have on an average a benefit not less than Rs. 100 per month and the primary teacher not less than Rs. 150 per month.

[1] These estimates have been presented simply to indicate the cost implications of UEE under 4 different assumptions. The necessary allocations for the purpose will continue to be made in the Plan Budget of the State Governments as heretofore.

[2] See Table II of Chapter VI.

10.63 We do not know the exact number of teachers in the country but the figures for the last year (1982-83) for which statistics are available are 1389356[2] primary teachers, 856389 middle schools teachers, and 993115 secondary teachers. The three figures add upto a total of 3238860 teachers. For the present estimates it is suggested that we might use constantly a figure of 25 lakhs for primary and middle school teachers and 10 lakhs for secondary teachers.

10.64 Assuming further the rate of increments for these two categories of teachers to be Rs. 20-30-30-30 and Rs. 30-30-40-40 for primary and secondary teachers for the 2nd, 3rd, 4th and 5th years of the Plan respectively, the estimates work out as follows:

	1985-86	86-87	87-88	88-89	89-90
Average benefit for a primary and middle school teacher .	150	170	200	230	260
Number of teachers (in lakhs).	25	25	25	25	25
Total benefit (in lakhs) for primary and middle school teachers	3750	4250	5000	5750	6500
Average benefit for a secondary teacher	100	130	160	200	240
Number of secondary teachers (in lakhs)	10	10	10	10	10
Total benefit for secondary teachers (in lakhs) . . .	1000	1300	1600	2000	2400
Total benefit for school teachers (in lakhs) . .	4750	5550	6600	7750	8900

The total financial implication for the plan period comes to Rs. 33550 lakhs.

III. Construction of Residential Quarters for Women Teachers in the Rural Areas

10.65 We have suggested the construction of one lakh residential units @Rs. 25,000 each during the Seventh Plan period. The total cost of the proposal comes to Rs. 25000 lakhs.

IV. Implication of improved teacher training facilities

(a) *Existing training colleges/universities departments of education elementary training schools*

10.66 Two of our important recommendations (Chapter VIII) concern the improvement of infrastructure of the existing training colleges, and the establishment of four year integrated colleges. We have suggested that each of the 300 training colleges to be selected for the purpose be given a capital grant of Rs. 3.00 lakhs. For 300 institutions, this implies an outlay of Rs. 900 lakhs.

10.67 We have also recommended a non-recurring grant of Rs. 1 lakh each for 500 elementary training schools to improve their physical facilities. The total cost of this programme comes to Rs. 500 lakhs.

(b) *Establishment of four year integrated colleges*

10.68 We have recommended the establishment of an integrated college for each State. For the country as a whole, it is suggested that this be taken to mean the establishment of 25 four-year institutions. We have further suggested that to meet the need for additional physicai facilities, nothing less than Rs. 20 lakh per institution will be needed. In fact, if the project is not executed expeditiously and suffers from procrastination, a familiar weakness in Indian planning, our fear is that this provision may have to be increased by at least 5% for each year of the postponement.

10.69 For working out the estimates of the recurring costs, we had assumed an enrolment of 100 trainees in the first year and suggested that from the second year[1] on there should be on an average an addition of 7 staff members every year for three years. This will give us a teacher ratio of 100/7(14.3). As regards emoluments, we have suggested an average salary of Rs. 2000 per month for the teacher educator.

10.70 On these two assumptions, the recurring costs for a four-year institution for the Plan period work out as follows :

	Per institution				
	Additional enrolment	Total enrolment	Addl. Faculty	Cost	Total cost for 25 institutions (in lakhs)
1985-86 . .	0	100	0	0	0
1986-87 . . .	100	200	7	1.05	26.25
1987-88 . .	200	300	14	2.10	52.50
1988-89 . .	300	400	21	3.15	78.75
1989-90 . . .	300	400	21	3.15	78.75
			Total	9.45	236.25
			or say	9.5	240.00

[1] We assume that these 25 four-year Integrated Colleges will for the most part be established by converting existing institutions.

The total cost—recurring and capital—for 25 integrated colleges for Seventh Plan period thus comes to Rs. 1140 lakhs (900+240).

V. In-service Training

10.71 Our main recommendation on the need for every primary and secondary teacher to be given an opportunity for in-service training at least once every 5 years was elaborated in Chapter VIII. We have suggested a provision of Rs. 50 per teacher for this purpose. Though modest, the estimate may serve as a basis for determining the cost implications of this programme. We have nearly 3.5 million primary and secondary teachers in the country. If 1/5th of this are to be covered every year, the cost will come to Rs. 3500 lakhs. For 5 years this bill comes to Rs. 17500 lakhs.

VI. A National Organisation for Standards in School Education

10.72 We have suggested a capital grant of Rs. 50 lakhs for its accommodation, equipment and related facilities, and a recurring provision of Rs. 20 lakhs for the first year of the Plan period which may be progressively raised to stabilise at Rs. 50 lakhs in the penultimate year of the Plan. The recurring provision for 5 years comes to Rs. 20, 30, 40, 50 and 50 lakhs respectively.

10.73 The proposed National Testing Service, when developed fully, could be a source of income, but it is not possible to make any estimates at this stage. Depending upon the income, the Government liability could be suitably adjusted.

10.74 The total cost of the proposal comes to Rs. 50 lakhs capital and 190 lakhs recurring.

VII. Research and Statistical Information

10.75 We have suggested that UGC may consider providing annually at the rate of Rs. 20,000 for 100 selected colleges/university departments of education to promote indigenous action-oriented research. The cost of this programme works out at Rs. 20 lakhs annually, or Rs. 100 lakhs for the Plan period.

10.76 At the elementary level we have recommended an annual provision of Rs. 10,000 for each of the 1000 training schools in the country. This means an

annual expenditure of Rs. 100 lakhs, or Rs. 500 lakhs for the plan period.

10.77 Summary of Financial Estimates

(Rs. in lakhs)

	Capital expenditure	*Recurring expenditure*	
		For one year (average)	For the 7th plan period
(1)	(2)	(3)	(4)
I. UEE			
(i) 100% Enrolment		1,13,580	5,67,900
(ii) 75% Enrolment		85,185	4,25,925
(iii) 50% Enrolment		56,790	2,83,950
(iv) 25% Enrolment		28,395	1,41,975
II. Improvement of alary scales		6,710	33,550
III. Construction of residential quarters	25,000	..	..
IV. Training Colleges			
(i) Upgrading of 300 colleges	900	..	..
(ii) Upgrading of 500 elementary schools	500	..	..
(iii) Establishment of 25 four-year integrated colleges	500	48	240
V. Inservice Training	..	3,500	17,500
VI. National Organisation for Standards in School Education	50	38	190
VII. Research and Statistics			
(i) Elementary level	..	100	500
(ii) Secondary level	..	20	100
Total (Excluding I)	26,950	10,416	52,080
Grand Total for 5 years of the 7th Plan (Capital + Recurring)			79,030

(D. P. CHATTOPADHYAYA)
Chairman

(V. G. KULKARNI)

(MARY BRAGANZA)

(SATYA BHUSHAN)

(CHITRA NAIK)

(SAT BIR)

(MRUGAVATI SHAH)

(P. L. MALHOTRA)

(AHALYA CHARI)

(T. V. KUNNUNKAL)

(M. P. CHHAYA)

(K. VENKATASUBRAMANIAN)

(H. MUKHERJEE)

(HARI DANG)

(M. MOHIUDDIN)

(VEDA PRAKASHA)

(KAMAL VASUDEVA)

(KIREET JOSHI)
Member–Secretary

Annexure

(PUBLISHED IN THE GAZETTE OF INDIA PART I, SECTION I)

No. F. 23-1/81-PN.-2

Government of India

Ministry of Education and Culture

(Department of Education)

New Delhi, the 16th February, 1983

RESOLUTION

SUBJECT : **National Commissions on Teachers**

No. F. 23-1/81-PN. 2 Government of India have decided to set up two National Commissions on Teachers to advise the Government on various aspects relevant to the teaching community as specified in the terms of reference. The National Commission I will deal with the issues relating to the teachers at the school stage and the National Commission II will deal with the issues relating to the teachers at the higher education level (including technical education).

2. The composition of the Commissions will be as follows :—

(i) The National Commission on Teachers-I will consist of :

Chairman

1. Prof. D. P. Chattopadhyaya, 25, Park Mansion, Park Street, Calcutta.

Members

2. Prof. V. G. Kulkarni, Tata Institute of Fundamental Research, Homi Bhabha Centre for Science Education, Homi Bhabha Road, Bombay-400 005.
3. Prof. Satya Bhushan, Commissioner and Secretary to the Government, Higher Education Department, Jammu & Kashmir Government, Jammu/Srinagar.
4. Commodore Sat Bir, Commissioner, Kendriya Vidyalaya Sangathan, Nehru House, 4-Bahadur Shah Zafar Marg, New Delhi-110 002.
5. Director,* National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi-110 016.
6. Fr. T. V. Kunnunkal, Chairman, Central Board of Secondary Education, 17-B, Indraprastha Estate, New Delhi-110 002.
7. Dr. K. Venkatasubramanian, Member, State Planning Commission, Ezhilagam, Madras-600 005.
8. Shri Hari Dang, Rector, St. Paul's School, Darjeeling-734 103.
9. Shri Veda Prakasha, 14 DDA Flats, Vasant Enclave, Palam Marg, New Delhi.
10. Sr. Mary Braganza, General Secretary, All India Association for Christian Higher Education, C-6, Community Centre, Safdarjang Development Area, New Delhi-110 016.
11. Dr. (Smt.) Chitra Naik, Director, State Resource Centre for Non-Formal Education, 128/2, Karve Road, Kothrud, Pune-411 029.
12. Dr. Mrugavati Shah, Director, State Institute of Education, Gujarat State, Raikhad, Ahmedabad-380 001.
13. Km. Ahalya Chari, The School—K. F. I., Damodar Gardens, Besant Avenue, Adyar, Madras-600 020.
14. Dr. M. P. Chhaya, Bharatiya Vidya Bhavan, Mehta Sadan, Kasturba Gandhi Marg, New Delhi-110 001.
15. Shri H. Mukherjee, Commissioner-cum-Secretary, Government of Tripura, Education Department, Agartala.
16. Dr. M. Mohiuddin, Chairman, Bihar College Service Commission, Patna.
17. Shri David Horsburgh**, Rayalpad, P. O. Srinivaspur Tq., Kolar Dt., Karnataka-563 134.

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* After taking over as Director, NCERT, Dr. P. L. Malhotra became a member of the Commission on 10th June, 1983.

** Since deceased.

18. Km. Kamal Vasudeva, Principal, Teacher Training Institute, Daryaganj, New Delhi-110 002.
19. Shri Anil Sadgopal*, Kishore Bharati, P.O. Bankhedi, Distt. Hoshangabad, Madhya Pradesh-461 990.

Member-Secretary

20. Shri Kireet Joshi, Educational Adviser, Ministry of Education and Culture, Department of Education, New Delhi-110 001.

(ii) The National Commission on Teachers II will consist of :

Chairman

1. Prof. Rais Ahmed, Vice-Chairman, University Grants Commission, Bahadur Shar Zafar Marg, New Delhi-110 002.

Members

2. Prof. N. C. Parashar, Member of Parliament, 9, Mahadev Road, New Delhi-110 001.
3. Prof. Iqbal Narain, ; Vice-Chancellor, Banaras Hindu University, Varanasi-221 005.
4. Prof. S. V. Chittibabu, Vice-Chancellor, Annamalai University, Annamalainagar P.O.
5. Dr. B. C. Parekh, Vice-Chancellor, The Maharaja Sayajirao University of Baroda, Baroda-2.
6. Shri Anand Sarup, Adviser (Evaluation), Planning Commission, Yojana Bhawan, New Delhi-110 001.
7. Prof. S. S. Bal, Department of History, Punjab University, Patiala-147 002.
8. Prof. S. Ramaseshan, Indian Institute of Science, Bangalore-560 012.
9. Dr. Hem Lata Swarup, Vice-Chancellor, Kanpur University, Kalyanpur, Kanpur-208 024.
10. Dr. M. S. Valiathan, Sree Chitra Tirunal Institute for Medical Sciences and Technology, Trivandrum-695 011.
11. Dr. B. K. Anand, Director, Sher-I-Kashmir Institute of Medical Sciences, Srinagar-190 011.
12. Prof. Moonis Raza, Director, National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110 016.
13. Dr. A. R. Verma, Director, National Physical Laboratory, Hill Side Road, New Delhi-110 012.
14. Prof. Durganand Sinha, Director, A. N. S. Institute of Social Studies, Patna-800 001.
15. Prof. R. C. Mehrotra, Professor-Emeritus, Department of Chemistry, University of Rajasthan, Jaipur-302 004.
16. Dr. (Smt.) Anita Banerji, Professor of Economics, Jadavpur University, Calcutta-32.
17. Prof. S. Izhar Husain, Head of the Department of Mathematics, Aligarh Muslim University, Aligarh (U. P.).
18. Prof. R. P. Bambah, Department of Mathematics, University of Punjab, Chandigarh-160 014.
19. Prof. S. Krishnaswamy, Head, School of Biological Sciences, Madurai Kamaraj University, Palkalai Nagar, Madurai-625 021.
20. Dr. (Km) S. M. Luthra, Principal, Lady Shri Ram College for Women, Lajpat Nagar, New Delhi-110 024.

Member-Secretary

21. Shri Kireet Joshi, Educational Adviser, Ministry of Education and Culture, (Department of Education), New Delhi.

3. The terms of reference for the Commissions will be to :

(1) Lay down clear objectives for the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values in keeping with the country's heritage and ideals of democracy, secularism and social justice.

(2) Identify steps to be taken to give an appropriate status to members of the profession.

(3) Suggest measures for fostering dynamism in the profession and responsiveness to developments elsewhere in the world.

(4) Recommend measures needed for attracting and retaining talented persons in the teaching profession and widening the base for recruitment, particularly, of women.

* Resigned with effect from 22nd March, 1934.

(5) Review the existing arrangements for pre-service and in-service training/orientation for teachers and to recommend improvements.

(6) Review and recommend the application of improved methods and technology for teaching.

(7) Recommend measures to enhance the role of teachers in facilitating, motivating and inspiring students in the acquisition of knowledge, skills and values, and promoting through them the spread of the scientific temper, secular outlook, environmental consciousness and civic responsibility.

(8) Identify the role of teachers in integrating education with development work in the community and home.

(9) Study the special requirements of teachers in the field of non-formal and continuing education and to suggest ways and means by which these requirements can be met.

(10) Identify the role of teachers' organisations in professional growth and professional consciousness;

(11) Look into the feasibility of evolving an acceptable and implementable code of conduct for teachers; and

(12) Assess the adequacy of arrangements for promotion of teachers' welfare with special reference to the National Foundation of Teachers' Welfare and to suggest modifications where necessary.

4. The Commissions will submit their report within one year commencing from the date of their first meeting. This period may be extended if considered necessary. Where immediate implementation of certain programme is necessary, the Commissions may also submit, from time to time, interim reports dealing with various issues.

5. The terms of reference will be dealt with by each Commission in the field of its competence. There will, however, be joint sittings of the two Commissions to deal with those points which are common or which need coordination. The joint meetings will be held under the Chairmanship of Prof. D. P. Chattopadhyaya.

Sd./-
SERLA GREWAL
Secretary to the Government of India.

ORDER

Ordered that a copy of the Resolution be communicated to all State Governments and Administrations of Union Territories and to all Ministries/Departments of the Government of India.

Ordered also that the Resolution be published in the Gazette of India for general information.

Sd./-
SERLA GREWAL
Secretary to the Government of India.

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Summary of Recommendations

CHAPTER I—APPROACH AND METHODOLOGY

CHAPTER II—NATIONAL GOALS AND THE ROLE OF THE TEACHER

National Goals

1. There are four national goals having critical urgency for the well-being of the Indian people. The goals are (a) A United Secular India, (b) A Modern Nation, (c) A Productive People, and (d) A Humane and Caring Society. Education can have no greater concern today than to promote these (2.3)*.

CHAPTER III—TOWARDS A NEW DESIGN OF EDUCATION

2. The existing system of education does noet serve the educational needs of our people. Hence the need to search for a new design keeping in view the following criteria :

(a) it should provide education to the majority of the people;

(b) it should be truly developmental enabling the student to discover, develop and discipline his abilities;

(c) it should conform to nationally prescribed minimum standards;

(d) it should have planned linkages with real job opportunities;

(e) it should function as a fully articulated system permitting vertical and lateral mobility for purposes of further education or training; and

(f) it should effectively contribute to national development.(3.02).

3. The existing system of 10+2+3 has provided a uniform national structure and should continue. (3.03)

National Core Curriculum

4. We must recognise the urgent need for a national core curriculum. At the primary stage, there should not be more than two text books for classes I & II, one for language and the other for mathematics. Formal teaching should not start before the age of 5. No home work should be assigned at the primary stage. (3.06).

5. At the secondary stage national core curriculum should form 70% of the total syllabus leaving 30% for local and regional needs. Curricular objectives should be translated and concretised into measurable and specific learning outcomes in terms of knowledge, understanding, skills, attitudes and values. (3.07)

6. At the middle stage, children should be helped to develop study skills, thinking skills, intellectual curiosity, culture of the mind and discipline of the intellect. Further mastery of at least one language is absolutely essential for the quality of education and quality of life. Social Science, General Science, Arithmetic and elementary craftsmanship are equally important.

7. At the secondary stage, SUPW should add a third dimension to education giving it greater context, meaning, depth and reality. (3.13)

Vocationalisation

8. Millions of educated unemployed youths is a pointer that vocationalisation of secondary education must receive priority. The objective of vocationalisation is to provide adequate training, orientation and cultivation of appropriate attitudes in students so as to generate a sufficient number of middle level skilled manpower, for the organised as well as the unorganised sectors and, to the extent possible, also for self employment. (3.14)

9. It is also necessary that the graduates of the vocational courses should have the facility of upward and lateral movement in the professional courses. (3.15)

10. The present educational system must give way to a more open and flexible system. This means that we move definitely towards a credit system. (3.16)

11. The new system must be 'sold' to all sections of the society through a wide and systematic campaign using mass media imaginatively, and a new climate created to foster national values, (3.18)

* The number in bracket indicates the number of relevant paragraph in the concerned Chapter.

Testing Service should be estab-
its priorities should be to develop
cy-based and standardised test. (3.18)

idge courses should be provided to
ial deficiency when passing from one
3.18)

14. In the new system the teacher has to assume his role as a facilitator and guide. The inspiration, motivation and support provided by him will result in improving the quality of education. (3.18)

CHAPTER IV—SOCIAL JUSTICE : UNIVERSALISATION OF ELEMENTARY EDUCATION

Strategies for UEE

15. Macro-Planning in UEE must give way to micro-planning and top-to-bottom planning model must be replaced by planning from the local grass roots level. (4.12)

16. The basic instrument for reaching the UEE target should be the school complex or better still the educational complex. (4.17)

17. A complex should consist of all the primary schools in the area, which in turn would be supported by all the middle schools of the area, both of which will have the support and supervision of the secondary and senior secondary schools, and all three assisted and aided by a college or institution of higher learning, if it exists, as well as by other institutions which can provide educational support to the complex. When forming a school/educational complex, care must be taken that it is neither too small, nor too big or unwieldy. The other necessary steps in this direction are :

(a) A suitable person of proven competence and commitment should be appointed as head of the complex.

(b) The first task for a school complex will be to conduct a local survey to collect information such as the following :

(i) Children attending school;

(ii) Drop-outs;

(iii) Children of school-going age who have never been to school;

(iv) Socio-economic difficulties of the non-enrolled and drop-outs;

(v) Particulars of teachers and other staff working in the schools of the complex.

(c) Preparation of individual institutional plans by the schools giving targets and strategies for carrying them out in a time bound manner.

(d) Recruitment of women teachers in largest possible numbers.

(e) Use of folk and modern media to stimulate community motivation and participation.

(f) Systematic monitoring to identify bottlenecks and programme deficiencies and to take remedial measures.

(g) Appointment of a local Advisory Committee to further the UEE programme. (4.17)

18. The teacher can play a direct and active role in the universalisation of elementary education by establishing a paternal relation between the student and himself, by establishing communication with parents and helping them to see the value of education, by providing remedial help and above all by making his own teaching interesting, relevant and effective. Similar help can be rendered by him in the programme of non-formal education. (4.25)

19. A meeting of the Central Advisory Board of Education be convened to consider the school complex-based strategy. (4.31)

20. The kind of academic support and other assistance required by the State should be provided by the Centre in accordance with the development plans approved by the Central Advisory Board of Education. (4.30)

21. Early childhood education can play a supporting role to UEE. Norms should be prescribed for minimum space and accommodation as also the kind of equipment needed for a Nursery school. (4.35)

22. The nursery school teacher should be brought into the main stream of education and their emoluments, service conditions, etc. should be at par with primary school teacher in the state. (4.37)

23. At present Special Education facilities exist only for 5% of the blind and deaf and 0.5% of the mentally retarded children. These must be expanded. (4.38)

24. We recommend that all education programmes for the handicapped and the disabled form an integral part of the educational system and be dealt with by the Department of Education. Education of disabled children should no longer be treated as a welfare measure. (4.42)

25. As a corollary, grants to speical schools should be given on the same basis as to regular schools with adequate provision to meet special needs of disabled children. (4.42)

26. Special educators should be given the same scales as prescribed for ordinary teachers in primary and secondary schools. A special pay or advance increments should be allowed for specialised qualifications. (4.42)

27. Other benefits allowed to ordinary teachers in Government or aided schools should be extended to special educators. (4.42)

28. Teachers of special education should form part of the States cadre of teachers. (4.42)

29. More universities should be persuaded to initiate degree and diploma courses for special education. Courses in special education should also be started at the Master's degree level. (4.42)

30. Central and State Governments as well as Universities should initiate refresher courses for the in-service orientation of teachers of special education. (4.42)

31. Curriculum development for teacher preparation in special education should be kept constantly under review. (4.42)

32. Growing use should be made in special education, wherever necessary, of modern educational technology. (4.42)

CHAPTER V—THE STATUS, WORKING CONDITIONS AND WELFARE OF THE TEACHER

33. We endorse the UNESCO recommendation that teacher salaries should :

(a) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service;

(b) compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications;

(c) provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities thus enhancing their professional qualifications;

(d) take account of the fact that certain posts require high qualifications and experience and carry greater responsibilities. (5.20)

34. As a first step towards a composite national pay scale for all categories of teachers and educational administrators, the Central and the state governments should explore seriously the possibility of replacing the plethora of salary scales in each State by a single running pay scale. (5.22)

35. Each state should carefully work out a single running scale as has been suggested in the illustrative model (page 27 as early as possible and implement the same. (5.23)

36. As a result of the new pay fixation policy advocated by us, we expect that on an average each secondary teacher in a State will get a benefit of not less than Rs. 100 per month while in the case of primary teacher the benefit will not be less than Rs. 150 per month. (5.28)

37. The illustrative model of a composite running scale on page 74, provides for an Efficiency Bar after 5 years from an entry point, and every 10 years thereafter. This has been done to link salary to performance. We recommend that every point where an Efficiency Bar occurs should be seen by the head of the institution as an occasion to review the performance of the concerned teacher in the preceding years. In order that such an assessment is made objectively, we further recommend that whenever necessary, the head of another institution or an Inspector with a reputation for honesty, and impartiality may be associated with such a review. (5.26)

38. The number of senior positions in primary as well as secondary schools should be substantially increased by creating additional posts of Vice-Principal/first teachers. The number of posts at different levels should broadly conform to the distribution: assistant teacher (60%), senior teacher (25%), Vice-Principal (10%) and Principal/Headmaster (5%). (5.29)

39. The Central Government should, if necessary, make good the deficit of a State Government during the first five years of the implementation of its composite running scale. (5.23)

40. Review of teachers' salary and salary scales should be made every 5 years to bring them in line with the prevailing economic realities and cost of living index. (5.33)

41. There should be no discrimination in the matter of salary and other conditions of work against teacher of physical education, Indian Languages, music, drawing etc. (5.32)

42. The following professional benefits should also be allowed to teachers:

(a) facilities for further study through correspondence courses;

(b) permission to appear at University examinations as private candidate;

(c) additional increments on acquiring higher qualification of particular relevance to their teaching responsibilities;

(d) Research Fellowships for doing research;

(e) Travel concessions in addition to leave travel concession for attending professional programmes. (5.34 to 5.36)

43. We recommend the following measures of family welfare for teachers;

(a) Free education to teachers' wards at all levels;

(b) Educational scholarships to children of teachers particularly those working in remote areas.

(c) Provision of creches for women teachers during duty hours.

(d) Employment to their wards on death or incapacitation. (5.37)

44. The following measures should also be initiated:

(a) Creation of a Housing Fund for teachers to facilities easy and soft loans for house building.

(b) Promoting house building societies for teachers.

(c) Provision of holiday homes for teachers in major cities.

(d) Medical allowance at the rate 7.5% of the basic pay, and reimbursement of the entire cost of treatment and medical expenses in maternity and serious illness.

(e) Provision of first aid facilities in the school. (5.38 & 5.39)

45. Retirement benefits such as pension, gratuity, family pension, commutation benefits, group insurance, provident funds etc. should be allowed to teachers of both government and private schools on the same pattern as allowed to other government servants. (5.40)

46. Retirement age for all government and private school teachers including educational administrators should not be less than 60. (5.40)

47. Facilities for health and medical care should continue to be available to teachers and their family members after retirement. (5.40)

National Foundation for Teacher's Welfare

48. The rules for the National Foundation for teachers welfare should be liberalised by raising the income limits from Rs. 8000 to Rs. 15,000 p.a. Similarly the limit for lumpsum awards should be increased from Rs. 1500 to Rs. 3000 and that of the monthly awards from Rs. 100 to Rs. 200. (5.42)

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49. The activities of National Foundation for Teachers Welfare should be diversified to include schemes for housing, medical assistance, publication of books, education loans, teachers guest houses etc. (5.42)

50. The functioning of the National Foundation should be decentralized. (5.42)

51. Donations to the Foundation should be exempt from income tax. (5.42)

52. The number of national awards for teachers should be increased substantially to cover a larger number of teachers of different categories. (5.43)

53. The following measures should be taken to refurbish the image of the teacher:

(a) Inviting teachers to important public functions and according them a higher precedence on such occasions;

(b) associating teachers and teachers' organisations with policy formulation;

(c) Associating teachers and teachers' organisations with the planning and execution of local and community development programmes. (5.44)

CHAPTER VI—SUPPLY AND RECRUITMENT OF TEACHERS

54. As compared to the other States, those of the North-Eastern region have suffered chronically from a low proportion of trained teachers. We recommend that the Eastern Zonal Council and the North Eastern Council should take initiative to plan a survey of the region to identify its teacher training problems. The collaboration of NCERT in conducting such a survey could be useful. It should be possible to complete such a study and to prepare a suitable plan of follow-up action within 4-6 months. (6.41)

55. The school authorities should explore every possibility of utilizing to the maximum extent the existing qualified man power for the teaching of science and mathematics on a part time or overtime basis. (6.44)

56. The Central Ministry of Education in collaboration with NCERT should arrange a detailed survey to determine the nature and extent of teacher shortages in the rural and backward areas and develop suitable programmes of remedial action. (6.46)

57. The idea that a teacher should first be recruited and then trained, should be of particular interest to states where unemployment among trained teachers is considerable. It has the added advantage that with an assured career, the quality of the average recruit to the profession will in all likelihood improve. (6.48)

58. State governments should institute scholarships for women who have had seven or eight years of schooling and are willing to teach in the rural schools. We feel that the provision of a monetary incentive will assist materially in attracting rural women to teach in rural elementary schools. (6.55)

59. We further recommend that in the Seventh Plan there should be a provision for the construction of one lakh quarters for women teachers in the rural areas. In our opinion it should be possible to construct a modest residential unit at a cost of Rs. 25,000. (6.56)

60. As a first step towards improving the quality of school education, we suggest the creation of school complexes already mentioned in Chapter IV. A reasonably compact school complex will cover all schools within a radius of 5 to 10 miles and will ordinarily include one or two high/higher secondary schools, six to seven middle schools and 30 to 35 primary schools. The human and material resources of the school forming a complex should be shared freely by all the schools for developing their formal, non-formal and in-service education programmes. (6.60)

61. It is of the highest importance that immediate practical steps be taken to restore and maintain the credibility and objectivity of the public examinations. (6.61)

62. In line with the good work done by the NCERT in this area, states must give much greater attention to the improvement of the quality of textbooks in their schools. (6.64)

63. The curriculum and training procedures for teacher education are based on tradition rather than study and research. As a subject for research teacher training deserves a much higher priority. Training should be evaluated in terms of teacher competencies and pupil learning gains. (6.66)

64. The learning materials for non-formal education should be prepared according to the following criteria:

(a) The materials should be related to the life style and life experiences of the Community;

(b) they should be based on the local needs and problems of the people;

(c) the materials should be supported by supplementary materials to develop interest in extra reading;

(d) the materials should be of help in preparing children for the formal school examination. (6.70)

65. We welcome the idea of non-formal education resource centres at Block and village levels. The school complex would be a good agency to promote these. (6.71)

66. Non-formal education should help children in joining the formal stream as this is very much part of the popular aspiration. (6.72)

67. We recommend that a teacher at a NFE Centre should as far as possible be a local person who has done matriculation and is between 20-30 years of age. The minimum training period for such a teacher should be a month's orientation to be followed by a six day refresher programme every six months. The content of such programme should be properly field-validated to ensure relevance to the non-formal system. (6.74)

68. To recruit teachers more scientifically, the desirable competencies of a teacher should be listed on the basis of practical and applied research. The experts should then prepare a set of guidelines to help the selection committees. We felt that high proficiency in the teaching subject, good linguistic ability, efficiency in communication skills and love for children are some of the desirable qualities of a good teacher. (6.78)

69. To overcome the problems arising from a lack of basic tools of general ability and aptitude for teaching in Hindi, English and the regional languages, we recommend a series of conferences of psychologists, mental measurement specialists and educationists to work out a set of practical guidelines to help the Teacher Selection Committees to do their selection jobs more objectively and scientifically. In the mean time research organisations and institutions should consider pooling their resources and cooperatively developing within a period of 5 years or so, at least the basic tools needed to assess scientifically the aptitude and general suitability of intending teachers. (6.79)

70. If excellence and quality are not to remain mere words or pious expressions, we suggest that the government involvement in the management of the nation's schools should be minimal. In our humble judgement, it should be the endeavour of the government from now onwards to shift as much as possible the control and management of government schools to their heads and local communities. (6.85)

71. As a corollary, there should be a planned effort at decentralisation of recruitment of teachers, the ultimate goal being making the headmaster fully responsible for the appointment of his staff. (6.84)

CHAPTER VII—THE TRAINING OF TEACHERS

72. The present arrangements for training of secondary school teachers are either under one year B.Ed. course or the four year integrated course. A four-year training course after senior secondary, or preferably a 5-year course leading to graduation and training is recommended. Each state may make a beginning during the 7th Plan period by starting atleast one four-year integrated college of education. Also the first degree in teaching, B.A./B.Sc. B.Ed., should be considered adequate to pursue post-graduate courses. To ensure this planning of the contents of the four-year integrated course should be done in consultation with university authorities. (7.05)

73. A four-year integrated college will need a capital grant of Rs. 20 lakhs to enlarge and improve its physical facilities. Its recurring support will imply an expenditure of Rs. 24,000 per annum for every additional member of the faculty during the Seventh Plan Period. (7.07 & 7.08)

74. The duration of one year B.Ed. course should be extended by two summer months ensuring an academic session of 220 days with longer working hours. (7.09)

75. For elementary teachers it is desirable to have a two year training course after class XII. Efforts may be made to have this pattern established as the normal pattern of training for elementary teachers as early as possible. The possibility of developing a four-year integrated programme after class X with a built in provision for upward mobility should also be explored. (7.11 to 7.13)

76. While selecting a teacher for training, the following factors may be taken into consideration :

(a) Good physique;

(b) Linguistic ability and communication skills;

(c) A fair degree of general mental ability;

(d) General awareness of the world;

(e) A positive outlook on life; and

(f) Capacity of good human relations.

Selection of trainees should be made through a combination of objective tests, rating scales, group-discussion and personal interviews. (7.14)

77. The approach to recruit an untrained first class graduate/post-graduate and then give him on-the-job training to be followed by full training through correspondence and contact programme, could also be tried out. (7.16)

78. The integrated four-year curriculum for a degree in education should consist of two elements, namely, general education and professional preparation.

General education will include:

(1) Study of a language.

(2) Three or four disciplines from among the subjects taught at school.

(3) Seminars, Projects and study visits. (7.19)

79. The professional preparation part should consist of :

(a) study of education as a discipline including educational psychology, sociology of education and educational philosophy;

(b) practice of teaching and its content-cum-methodology; and

(c) learning a variety of skills related to the role of a teacher, including educational technology and preparation of software. (7.27)

80. A cadre of teacher educators in educational technology may be formed . One such educator may be appointed in each college of education. (7.32)

81. The preparation of a teacher must be regarded as a joint responsibility of the College of Education and the practice teaching school. (7.34)

82. Apart from teaching methods, the pupil teachers should also gain experience of his other roles such as organisation of co-curricular activities and working with the community. The word practice teaching should be replaced by the word Internship as it suggests a much more comprehensive concept of teacher training. (7.35)

83. The duration of the Internship should not be less than four weeks in the third year and 3 weeks in the fourth year of study. During this period, stress should be laid, among other things, on black-board writing, drawing skills, making and improvising aids to learning, and using technological equipment. Participation in co-curricular activities like games, sports, music, dance, drama should be obligatory, (7.36 & 7.37)

84. The faculty must evolve the right tools for evaluation of pupil-teacher performance in the class and also take into account such factors as attitude to work, love for children, scientific outlook etc. Self assessment and pre-lesson and post-lesson discussion should be encouraged. (7.39)

85. In the case of the one year B.Ed. a minimum of six weeks preceded by a general introduction to

the life and work at school for one week should be the minimum. (7.40)

86. The teacher education curriculum prepared by the National Council for Teacher Education 1978 should be reviewed by Boards of Studies in Education of various universities, and suitably modified. (7.45)

87. The teacher educators in Colleges of Education should be drawn both from disciplines of various school subjects and educational disciplines like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be a post-graduate degree in the subject and a B.Ed., preferably an M.Ed. degree. The need for their continual in-service education must also be recognized so that Colleges of Education can form part of the main stream of academic life of their respective universities. (7.47)

88. Some lecturers in the Teachers' training colleges are not qualified to teach the subjects entrusted to them. To obviate this difficulty in future, it is desirable that colleges of education should offer only such subjects for specialisation for which they have the qualified staff. Also steps should be taken by the universities to ensure full staff strength keeping in view the needs of the trainees. (7.42)

89. The teacher trainers themselves should be proficient in the use of skills they seek to develop among their trainees. In particular they should be proficient in the service and maintenance of hardware of educational technology and must be knowledgeable about the available sources for software (educational technology). (7.32)

90. Colleges should depute their teacher trainers to participate in specially conducted workshops to develop planning and organisational skills in co-curricular activities, for which help of institutions like Bal Bhavan, National School of Drama and National Film Institute could be taken. (7.44)

91. The training curriculum for elementary teachers will also consist of general education and professional preparation. Sufficient emphasis needs to be given to the mastering of language and communication skills and to the trainee's value orientation. (7.49 & 7.50)

92. As for professional preparation, pedagogy, practice teaching, development of skills such as story telling, recitation, writing on the black-board, use of new technology etc. are important. A greater emphasis on art, music, craft and dance is essential. (7.51)

93. Not less than six to eight weeks in the 1st year and twelve weeks in the IInd year should be allotted to practice teaching. The trainees may start with one or two lessons a day but should gradually be accepted to stay for the whole day and take on full responsibilities of a regular teacher. This alone will develop in them needed professional competence and personal confidence. (7.52)

94. The teacher educators for the elementary training institute should be drawn primarily from the cadre of practising primary schools. The minimum qualification of the other staff should be a post-graduate degree with B.Ed. training. Their continued in service education is equilly important. (7.54)

95. The Commission noted that sometimes the least effective district Inspectors of Schools are transferred to the Teacher Training Institutes. This practice must stop forthwith. If necessary, a separate cadre for those in teacher training, in service education and research should be formed to ensure qualitative improvement in elementary teacher preparation. (7.55)

96. There may be no objection to correspondence cum-contact courses for B.Ed. training but this should be allowed only if satisfactory arrangements exist for practice and proper supervision. (7.59 & 7.60).

M.Ed. courses of studies

97. The existing M.Ed. courses should be thoroughly revamped to provide for greater specialisation and must be specifically geared to the preparation of

(a) teacher educators;

(b) curriculum consultants for the SCERT Science Institutes and State Boards of Education; and

(c) School inspectors, supervisors and education administrators. (7.64)

98. Norms developed by the NCTE for the physical and staff resources of elementary and secondary teacher training institutes will have to be reviewed particularly in view of our recommendations in favour of a four-year integrated course and greater stress on acquisition of practical skills. (7.67)

99. It is recommended that each of the better and viable 300 training colleges should be given a non-recurring grant of Rs. 3 lakhs during the 7th Plan to improve its infrastructure; and each of the 100 elementary training schools to be selected for the purpose of a grant of Rs. 1 lakh for a similar purpose. (7.69)

CHAPTER VIII—THE CASE FOR IN-SERVICE EDUCATION

100. The present facilities for in-service education for both elementary and secondary teachers are woefully inadequate quantitatively, and very poor from the point of relevance and effectiveness. Measures essential for their enlargement and upgrading will include, among others, the following :

(a) The class-room and other practical needs of teachers should be identified through field surveys and studies. (8.11)

(b) Systematic feed back from schools is necessary for further improvement of the in-service programmes. (8.11)

(c) Forthcoming programmes should be announced well in advance and suggestions invited from the field to make them more popular, need based and effective. (8.12)

(d) The resource persons should not come exclusively from the ranks of educators; they could also be drawn from other fields such as industry and agriculture including specialists from the university and practising teachers and supervisors. (8.14)

(e) Every course should normally be in the nature of a workshop, offering opportunities for real practical work including the preparation of instructional materials which the participating teachers could take back with them for use in their schools. (8.16)

(f) Extensive use should be made in in-service programmes, of radio, television, audio and video cassettes, overhead projector, film projector and the computer. (8.16)

(g) Priority must be given to training in the production of indigenous software by the participants. (8.17)

(h) Evaluation of the programmes must be done towards the end of the course in a frank and free atmosphere without fear or favour. (8.19)

101. Some of the key areas where in-service education can make a real contribution to the qualitative improvement of education are:

(a) Development of reference and study skills. (8.40)

(b) Production of textual and related materials such as curriculum guide, graded work sheet, unit test etc. (8.41)

(c) Enrichment of co-curricular activities through training in crafts, dramatisation, group singing, folk dance etc. (8.42)

(d) Identification of talented teachers doing good work in a limited specialised field and encouraging them through award of visiting fellowships, study leave and deputation to work at centres of advanced learning. (8.44)

(e) Certification on the basis of a credit system for attending in-service education programmes. (8.46)

102. It is recommended that attendance at the in-service education courses should be made mandatory for every teacher at least once in five years. Assuming that the average length of an in-service programme is 2 weeks, a provision of Rs. 500 per trainee is suggested, of which Rs. 300 will go towards his daily allowance and Rs. 200 towards meeting the cost of his travel and pocket expenses. (8.20)

103. As an organisational device the school complex has tremendous potential for developing inexpensive need-based programmes of in-service education. (8.22)

Agencies

104. Among the agencies doing commendable work in in-service education that need to be supported liberally with funds are the State Institutes of Education (SIEs) and State Council of Educational Research and Training (SCERTs). Equally important is the role of the Regional Colleges of Education, particularly in the in-service orinetation of teacher educators at elementary and secondary levels and for the training personnel of the SCERTs and SIEs. (8.48)

CHAPTER IX—SOCIETY'S EXPECTATIONS OF THE TEACHER

105. A teacher must have job security and adequate academic freedom to perform his professional duties, which means he must have, among other things, a say in the choice and use of teaching materials, teaching methods and evaluation techniques. (9.6 & 9.7)

106. At the same time a teacher has to fulfil his professional obligations such as punctuality and regularity in the performance of his duties, honesty and being above board in the matter of admissions, class room teaching and testing of students. He must not engage himself in any remunerative activity without the prior permission of the authorities. His attitude towards students is expected to be one of affection and understanding and yet firm and consistant. (9.8)

107. The first step towards improving teacher performance is to remove the existing "over security" of

service in government and government aided institutions and restore the mutuality and reciprocity of security and performance. (9.15)

108. Another important step will be the easy natural recognition of the meritorious and disciplining of the non-performing and the inefficient. The conduct of disciplinary proceedings has to be made quicker and more efficient. (9.16)

109. We should move in the direction of decentralisation of recruitment of teachers by making it institution-based. The concept of teacher transfer as it operates at present needs to be banished from the system. (9.17-9.18)

110. A code of conduct for teachers should be formulated at the national level in consultation with teachers' organisations. (9.23)

111. The responsibility for the enforcement of the code has to remain essentially with the head and the local management committee of the school. A parent organisation, if one exists, or can be established could also play an important role in stimulating teachers to perform better. (9.24)

112. The main pre-occupation of teachers' organisations has been with the improvement of the salary scales and service conditions of teachers. Some of their other roles which need strengthening are:—

(a) Research, publication & in-service education,

(b) Establishment of subject teacher associations,

(c) Building a favourable atmosphere to achieve a higher status and recognition for the teaching profession.

(d) Clearing house role for new ideas and information, and

(e) Building high grade expertise and specialisation among some of their staff members. (9.33)

113. There is need in the States for an effective machinery to attend to the demands and grievances of teachers on the lines indicated by the Kothari Commission. (9.35 to 9.38)

114. It is recommended that once a teacher is elected to a teachers' constituency, he should be treated as on leave from his institution and he should not be entitled to any salary during this period. (9.39)

115. The mushrooming of teachers' organisations during the last two decades has sometimes been seen as a threat to the unity of the teaching profession. In the Commission's judgement, the question of how many teachers' organisations to have, is entirely a matter for the teachers to decide. (9.40 to 9.42)

116. In so far as the problem of providing representation to teachers' organisations in official or semi-official bodies is concerned, the advice is that before making the nomination or inviting nominations, the concerned authority should make it a rule to lay down clearly a set of criteria reflecting the basic objectives of the concerned body, to guide the selection or identification of representatives. (9.43)

117. Regarding the participation of teachers and teachers' organisations in policy formulation and related matters, it has been suggested that if these organisations strove to build among their staff members a high level expertise and specialisation in different fields of education, such participation would become easier and more effective. (9.48 and 9.49)

CHAPTER X—TRANSLATING WORDS INTO ACTION : IMPLICATIONS FOR IMPLEMENTATION.

118. A greater stress is indicated on the preparation and implementation of time-bound institutional plans by the individual institutions of a school complex. (10.3 to 10.6)

119. A School Fund may be instituted in each school wherein donations, voluntary contributions from local community, development fees, etc. could be deposited. The Fund should be available for direct use by the school authorities. (10.7 and 10.8)

120. In the recruitment of teachers in the rural and tribal areas, preference should be given to local persons. If necessary, the recruitment qualifications should be relaxed to facilitate this. Such teachers should be encouraged to join correspondence courses and other programmes to acquire in due course the minimum qualifications. (10.09)

121. One or two leave reserve teachers should be posted in the central school of the school complex to overcome the problem of teacher absenteeism and leave in single teacher schools in the area. (10.09)

122. The supervisors of the non-formal educational system should, as far as possible, be recruited locally. Their functions will include:

(a) Guidance to teachers and children;

(b) contact with local leaders;

(c) liaison with the departments; and

(d) monitoring of NFE programme in their area and collection of related statistical and other information. (10.13-10.14)

123. In view of the critical importance of the role of the headmaster in the work of a school, his selection must always be on the basis of merit-*cum*-seniority and not on seniority-*cum*-fitness. (10.15)

124. A headmaster should enjoy the following financial powers :

(a) Routine repairs etc. to the school plant and school furniture for which an imprest of Rs. 1500 should be provided;

(b) sanction of loans out of Provident Fund;

(c) writing off of unserviceable and lost articles upto a value of Rs. 1000 at a time; and

(d) purchase of books, periodicals and other equipment within the budget provision. (10.16 & 10.17)

125. A headmaster should have the following administrative powers:

(a) Sanction of admissible leave to teachers and other staff;

(b) appointment of teachers against leave vacancies on a temporary basis;

(c) A say in the posting of the staff to his school;

(d) rustication of a student;

(e) deputation of teachers for in-service raining;

(f) permission to teachers for further education;

(g) engaging local workers and skilled artisans for SUPW on a temporary basis. (10.19-10.20).

126. To discourage private tuitions, it is suggested that a system of remedial teaching in the school be introduced, and the concerned teachers remunerated suitably out of the special student fee to be levied for the purpose. (10.22)

127. Steps must be initiated for eventual transfer of control of government schools to local managing committees to be constituted for the purpose and having adequate administrative and financial powers. (10.23)

128. Deserving schools, selected in accordance with published criteria, may be given autonomy with regard to curriculum, methodology and evaluation to encourage innovation and experimentation. (10.23)

129. The District Education Officer should be given more authority to function effectively, and he must be encouraged and supported to use his authority. Performance must be assessed more rigorously. (10.25 to 10.28)

130. Greater emphasis should be laid on educational research and the overall effort should be to move in the direction of at least 1% of the educational budget going into research. (10.29 & 10.30)

131. UGC may consider providing at the rate of Rs. 20,000 per institution for 100 selected training colleges/university departments of education to promote indigenous action-oriented research. This support should be in addition to what the states and the universities are providing for research already. (10.31)

132. It is further suggested that each elementary training school should receive an annual grant of Rs. 10,000 for research and study. This modest amount should be utilised primarily for examining some of the more common educational problems from the field. (10.32)

133. It is recommended that a representative group of some 25 persons consisting of educationists, administrators, and enthusiastic young researchers below the age of 40, should be set up by the UGC and/or the NCERT to sponsor a workshop to prepare guidelines for research workers and to determine overall research priorities in education. The recommendations of the group should become available within a period of 3 months. (10.33)

134. The present state of educational statistics is very unsatisfactory. The Ministry of Education should immediately set up a task force to look into the present practices of data collection, and make practical recommendations to streamline the system of National Educational Statistics. (10.29)

135. A National Organisation for improvement of standards in school education should be established forthwith, among others, with the following functions:

(a) to set goals and standards for school education;

(b) to lay down norms for minimum facilities in elementary and secondary schools;

(c) to undertake periodically, assessment of students' attainments as well as of the state school systems to identify deficiencies and suggest remedies;

(d) to organise a National Testing Service;

(e) to appoint and maintain a national panel of academic supervisors;

(f) to conduct sample inspections of schools to provide guidance to state governments and individual institutions; and

(g) to perform all other functions incidental to the maintenance and coordination of standards in school education. (10.37 to 10.39)

136. A meeting of the Union and State Education Ministers should be held to consider the proposal for the National Organisation for Standards in School Education, and to decide on important details such as name of the organisation, location, objectives and functions, cost details, and networking among

others with the NCERT, SIEs and the SCERTs. A token provision of one lakh may be made in the Ministry's budget for the current year (1985-86) for this purpose. (10.46)

137. The National Council of Teacher Education should be vested with following statutory powers:

(a) accreditation of teacher training institution;

(b) disaffiliation or recommendation to that effect of an institution on violation of rules;

(c) inspection of training institutions; and

(d) prescription of standards and norms for teacher education institutions. (10.47)

138. The revival of Indian Education Service to enhance the status of the teaching profession, to promote national integration and to accelerate the pace of educational development in the country is strongly recommended. (10.51 to 10.54)

1.39. Summary of Financial Estimates

(Rupees in lakhs)

	Capital Expenditure	Recurring For one year (average)	Expenditure For the 7th plan period
I. UEE[1]			
(i) 100% Enrolment		113580	567900
(ii) 75% Enrolment		85185	425925
(iii) 50 % Enrolment		56790	283950
(iv) 25 % Enrolment		28395	141975
II. Improvement of salary scales		6710	33550
III. Construction of residential quarters	25000	..	..
IV. Training Colleges			
(i) Upgrading of 300 colleges	900	..	..
(ii) Upgrading of 500 elementary schools	500	..	..
(iii) Establishment of 25 four-year integrated colleges	500	48	240
V. Inservice Training	..	3500	17500
VI. National Organisation for Standards in School Education	50	38	190
VII. Research and Statistics			
(i) Elementary level	..	100	500
(ii) Secondary level	..	20	100
Total (excluding I)	26,950	10416	52080
Grand Total for 5 years of the 7th Plan(Capital+Recurring)			79030

1. These estimates have been presented to indicate the cost implications of UEE under 4 different assumptions. The necessary allocations for the purpose will continue to be made in the State budgets as heretofore.

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APPENDIX I

COMPOSITION OF SIX WORKING GROUPS OF NATIONAL COMMISSION ON TEACHERS-I (NCT-I)

GROUP I

OBJECTIVES OF TEACHING PROFESSION AND ROLE OF TEACHERS

1. Dr. (Mrs.) Chitra Naik,
   State Resource Centre for Non-Formal Education
   128/2, Karve Road, Kothrud, Pune.

2. Prof. O.S. Dewal,
   Nationil Council for Educational Research and Training,
   17-B, Sri Aurobindo Marg.
   New Delhi-110 016.

3. Dr. V.S. Jha,
   868, Jha Marg, Wright Town, Jabalpur (Madhya Pradesh).

4. Fr. T.V. Kunnunkal,
   Chairman,
   Central Board of Secondary Education,
   17-B, Indraprastha Estate
   New Delhi-110 002.

5. Dr. M. Mohiuddin,
   Member, Bihar Public Service Commission,
   7, Dinkar Path, Rajendranagar,
   Patna-800 016.

6. Prof. J.J. Nanavaty,
   II, Napier Road, Pune-411 040.

7. Dr. R.P. Singhal,
   Consultant and Executive Director,
   National Institute of Educational Planning and Administration.
   17-B, Sri Aurobindo Marg,
   New Delhi-110 016.

8. Dr. Miss S. Varshney,
   New D/5 Banaras Hindu University,
   Varanasi.

9. Shri Veda Prakasha,
   14, DDA Flats, Vasant Enclave,
   Palam Marg,
   New Delhi-110 057.

10. Dr. K. Venkatasubramanian,
    Member, State Planning Commission,
    Ezhilagam, Marina,
    Madras-600 005.

GROUP II

STATUS, PROFESSIONAL EXCELLENCE SERVICE SECURITY AND WELFARE OF TEACHERS

1. Prof. S.N. Chakrabarty,
   1/3, Fern Road,
   Calcutta-700 019.

2. Dr. M.P. Chhaya,
   Bharatiya Vidya Bhavan,
   Kasturba Gandhi Marg,
   New Delhi-110 001.

3. Shri Hari Dang,
   Principal, Army Public School, Ridge Road,
   New Delhi-110 010.

4. Shri H.C. Khare,
   9 Jawaharlal Nehru Road, Allahabad,
   (Uttar Pradesh).

5. Fr. T.V. Kunnunkal,
   Chairman, Central Board of Secondary Educition,
   17-B, Indraprastha Estate,
   New Delhi-110 002.

6. Shri H.D. Mukherjee,
   J.B. Road, Agartala P.O.
   Tripura (West) 799 001.

7. Kum. P.S. Sakuntala,
   Director,
   Ministry of Education, Shastri Bhavan,
   New Delhi-110 001.

8. Shri S. Sathyam,
   Joint Secretary, Ministry of Education
   Shastri Bhavan, New Delhi-110 001.

9. Shri J. Veeraraghavan,
   Adviser (E), Planning Commission,
   Yojana Bhavan,
   New Delhi-110 001.

GROUP III

STATUS OF TEACHER

1. Dr. (Mrs.) Anita Banerji,
   8, Krishna Menon Marg,
   New Delhi-110 001.

2. Sr. Mary Braganza,
   C-6, Community Centre,
   Safdarjang Development Area,
   New Delhi-110 016.

3. Prof. V.G. Kulkarni,
   Homi Bhabha Centre for Science Education,
   Homi Bhabha Road,
   Bombay-400 005.

4. Dr. P.L. Malhotra,
   Director,
   National Council of Educational Research and Training,
   17-B, Sri Aurobindo Marg,
   New Delhi-110 016.

5. Dr. M. Mohiuddin,
   Member, Bihar Public Service Commission,
   7, Dinkar Path, Rajendra Nagar,
   Patna-800 016.

6. Dr. Mrugavati Shah,
   Director,
   State Institute of Education, Raikhad,
   Ahmedabad-380 001.

7. Dr. C. L. Sapra,
   Head, School and Non-Formal Education Unit,
   National Institute of Educational Planning and Administration,
   New Delhi-110 016.

8. Prof. S.S. Wodeyar,
   Former Vice Chancellor,
   Karnataka University,
   Dharwar-3.

GROUP IV

TRAINING OF TEACHERS

1. Prof. S.B. Adaval,
   3, Bank Road, Allahabad-210 002,
   Uttar Pradesh.

2. Dr. Ahalya Chari,
   Krishnamurti Foundation of India,
   64-65, Greenways Road,
   Madras-600 028.

3. Dr. (Mrs) Chitra Naik,
   Stite Resource Centre for Non-Formal Education,
   128/2, Karve Road, Pune.

4. Dr. R.C. Das,
   Prof. & Head,
   Teacher Training,
   National Council of Educational Research and Training,
   New Delhi-110 016.

5. Dr. (Mrs) Hem Lata Swarup,
   Principal, A.N.D. College,
   111/98-A, Water Works Colony,
   Ashok Nagar,
   Kanpur-200 012.

6. Kum. Kamal Vasudeva,
   Principal,
   Teacher Training Institute,
   Daryaganj,
   New Delhi-110 002.

7. Prof. V.G. Kulkarni,
   Homi Bhabha Centre for Science Education,
   Homi Bhabha Road,
   Bombay-400 005.

8. Dr. C.S. Subba Rao,
   Department of Teachers Education,
   National Council of Educational Research and Training,
   New Delhi-110 016.

GROUP V

COORDINATION

1. Prof. S.P. Banerjee,
   Vice-Chancellor,
   Burdhwan University, Burdhwan,
   West Bengal.

2. Sr. Mary Braganza,
   C/6, Community Centre,
   Sufdarjang Development Area,
   New Delhi-110 016.

3. Dr. T.N. Dhar,
   Joint Educational Adviser,
   Ministry of Education,
   New Delhi-110 001.

4. Dr. R.M. Kalra,
   National Council of Educational Research and Training,
   Sri Aurobindo Marg,
   New Delhi-110 016.

5. Kum. Kamal Vasudeva,
Principal,
Teacher Training Institute, Daryaganj,
New Delhi-110 002.

6. Fr. T.V. Kunnunkal,
Chairman,
Central Board of Secondary Education,
17-B, Indraprastha Estate,
New Delhi-110 002.

7. Shri Manmohan Singh,
Financial Adviser,
Ministry of Education,
New Delhi-110 001.

8. Shri S.C. Seddy,
Deputy Director,
Ministry of Education,
New Delhi-110 001.

GROUP VI

UNIVERSALISATION OF ELEMENTARY EDUCATION

1. Smt. Kumud Bansal,
Director (AE)
Ministry of Education,
New Delhi-110 001.

2. Kum. Jai Chandiram,
Doordarshan,
Mandi House,
New Delhi-110 001.

3. Prof. P.N. Dave,
National Council of Educational Research and Training,
Sri Aurobindo Marg,
New Delhi-110 016.

4. Prof. O.S. Dewal,
National Council of Educational Research and Training,
Sri Aurobindo Marg,
New Delhi-110 016.

5. Dr. T.N. Dhar,
Joint Educational Adviser,
Ministry of Education,
New Delhi-110 001.

6. Dr. (Mrs) Radhika Herzberger,
Rishi Valley School,
Rishi Valley P.O.
Chittor Dt., A.P.-517 352.

7. Prof. K.G. Rastogi,
National Council of Educational Research and Training,
Sri Aurobindo Marg,
New Delhi-110 016.

8. Shri S. Sathyam,
Joint Secretary,
Ministry of Education,
New Delhi-110 001.

9. Shri D.V. Sharma,
Joint Director,
Directorate of Adult Education,
Jam Nagar House,
New Delhi-110 011.

10. Shri J. Veeraraghavan,
Adviser, (Education)
Planning Commission,
Yojana Bhavan,
New Delhi-110 001.

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APPENDIX II

NAMES OF VIPs AND OTHER DISTINGUISHED WITNESSES WHO INTERACTED WITH THE NCT-I OR TENDERED EVIDENCE BEFORE IT

Sl. No.	Name	Date
1.	Prime Minister Smt. Indira Gandhi	March 26, 1983
2.	Shri RamLal, Governor of Andhra Pradesh.	June, 13, 1983
3.	Shri N. T. Rama Rao, Chief Minister of Andhra Pradesh.	June 13, 1983
4.	Shri Ananda Gajapati Raju, Minister for Education, Andhra Pradesh.	June 13, 1983
5.	Shri A.P. Sharma, Governor of West Bengal.	June, 25, 1983
6.	Shri Jyoti Basu, Chief Minister of West Bengal.	June 25, 1983
7.	Shri Kanti Biswas, Ministerfor Education, Primary and Secondary Education, West Bengal.	June 25, 1983
8.	Mrs. Chhaya Bera, Minister of State for Education, West Bengal.	June 25. 1983
9.	Shri Mohammed Abdul Bari, Minister of State for Education, West Bengal.	June 25, 1983
10.	Shri S. V. Krishnan, Chief Secretary, Government of West Bengal.	June 25, 1983
11.	Shri C.P.N. Singh, Governor of Uttar Pradesh.	July 18, 1983
12.	Shri Sripati Misra, Chief Minister of Uttar Pradesh	July 18, 1983
13.	Smt. Swarup Kumari Bakshi, Minister for Education, Uttar Pradesh.	July 18, 1983
14.	Shri Tribhuvan Prasad, Vice President, State Planning Commission and former Chief Secretary to the Government of Uttar Pradesh.	July 18, 1983
15.	Shri Sudhakar Naik, Education Minister, Maharashtra.	August 2, 1983
16.	Smt. Parvati Bai C. Malgonda, Minister of State for Education Maharashtra.	August 2, 1983
17.	Shri Man Mohan Singh Bedi, Mayor of Bombay.	August 2, 1983
18.	Shri Vasantdada Patil, Chief Minister of Maharashtra.	August 3, 1983
19.	Shri Ramarao Adik, Deputy Chief Minister, Maharashtra.	August 3, 1983
20.	Shri Hiteshwar Saikia Chief Minister of Assam.	August 17, 1983
21.	Shri Mukut Sarma, Education Minister, Assam.	August 17. 1983
22.	Shri Prakash Mehrotra, Governer of Assam and Meghalaya.	August 18, 1983
23.	Capt. Sangma, Chief Minister of Meghalaya.	August 18, 1983
24.	Dr.R.C.Laloo, Ministerfor Education, Meghalaya.	August 18, 1983
25.	Dr.(Mrs)Madhuri R.Shah, Chairman, University Grants Commission, New Delhi.	September, 6, 1983
26.	Justice M. H. Beg, Chairman, Minorities Commission, New Delhi.	September 7, 1983
27.	Dr.D.S.Kothari, Ex-Chairman, University Grants Commission, New Delhi.	September 8, 1983
28.	Prof. Satish Chandra, Ex-Chairmen, University Grants Commission, New Delhi.	September, 8, 1983
29.	Prof. M.G.K.Menon, Member Planning Commission, New Delhi.	September, 9, 1983
30.	Shri Bhajan Lal, Chief Minister of Haryana.	October 7, 1983
31.	Shri Jagdish Mehra, Minister of State for Education, Haryana.	October 7, 1983
32.	Shri K. M. Chandy, Governor of Gujarat.	October 10, 1983
33.	Shri Madhav Rao Solanki, Chief Minister of Gujarat.	October 10, 1983
34.	Shri Prabodh Bhai Raval, Minister of Education, Gujarat.	October 10, 1983
35.	Shri Balvantray Manavar, Deputy Minister of Education, Gujarat.	October 10, 1983
36.	Shri Rama Krishna Hegde, Chief Minister of Karnataka.	October 11, 1983
37.	Shri S.L.Khurana, Governor of Tamil Nadu.	October 13, 1983
38.	Shri C. Aranganayagam, Minister for Education, Tamil Nadu.	October 13, 1983
39.	Shri Pranab Mukherjee, Union Minister of Finance, New Delhi.	October 25, 1983
40.	Shri S. B. Chavan, Union Minister of Planning, New Delhi.	October 25, 1983
41.	Smt. Sheila Kaul, Union Minister of State in the Ministries of Education, Culture and Social Welfare, New Delhi.	October 25, 1983
42.	Shri B. D. Pande, Governor of Orissa	November, 29, 1983
43.	Shri J.B.Patnaik, Chief Minister of Orissa.	November, 29, 1983
44.	Shri Gangadhar Mohapatra, Minister for Education and Youth Services, Orissa.	November 29, 1983
45.	Shri M.L.Kampani, Lieutenant Governor, Andaman & Nicobar Island.	February 16, 1984
46.	Shri Acchutha Menon, Chief Minister of Kerala.	May 11, 1984
47.	Shri T. M. Jacob, Minister for Education, Kerala.	May 11, 1984
48.	Shri R.Gopala Swamy, Chief Secretary, Government of Kerala.	May 11, 1984

Sl. No.	Name	Date
49.	Shri P. Ramachandran, Governor of Kerala.	May 12, 1984
50.	Shri Farooq Abdullah, Chief Minister, Jammu & Kashmir.	May 30, 1984
51.	Shri Mohammed Shafi, Minister for Education, Jammu & Kashmir.]	May 30, 1984
52.	Shri Mir Nasrullah, Chief Secretary, Government of Jammu & Kashmir.	May 30, 1984
53.	Shri Harish N. P. Zantye, Minister for Education, Goa, Daman and Diu.	June 7, 1984
54.	Shri K. K. Mathur, Chief Secretary, Government of Goa, Daman and Diu.	June 7, 1984
55.	Shri Gopal Singh, Governor of Goa, Daman and Diu.	June 8, 1984
56.	Shri Pratap Singh Rane, Chief Minister, Goa, Daman and Diu.	June 8, 1984
57.	Shri A. R. Kidwai, Governor of Bihar	June 13, 1984
58.	Shri Chandra Shekhar Singh, Chief Minister of Bihar.	June 13, 1984
59.	Dr. Nagendra Jha, Minister for Education, Bihar.	June 13, 1984
60.	Shri K. K. Srivastava, Chief Secretary, Government of Bihar.	June 13, 1984
61.	Smt. Kamla, Minister for Education, Government of Rajasthan.	June 26, 1984
62.	Shri Anand Mohanlal, Chief Secretary, Government of Rajasthan.	June 26, 1984
63.	Shri M. S. Farooq, Speaker, Pondicherry Assembly, Pondicherry.	July 13, 1984

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APPENDIX III

DATES OF THE NCT—I MEETINGS

Sl. No.	Name and Place of Meeting	Date of Meeting
1.	First meeting of NCT-I held at Vigyan Bhavan, New Delhi.	March 25, 1983
2.	Joint meeting of NCT-I & II with Prime Minister of India held at New Delhi.	March 26, 1983
3.	Second meeting of NCT-I held at Shastri Bhavan, New Delhi.	May 6-7, 1983
4.	Meeting of NCT-I during its visit to Hyderabad.	June 12-15, 1983
5.	Meeting of NCT-I during its visit to Calcutta.	June 25-28, 1983
6.	Meeting of NCT-I during its visit to Lucknow.	July 18-21, 1983
7.	Meeting of NCT-I during its visit to Bombay.	August 1-4, 1983
8.	Meeting of NCT-I during its visit to Shillong and Gauhati.	August 17-20, 1983
9.	Meeting of NCT-I with the Ministers of Finance, Planning and Education at New Delhi.	October 25, 1983
10.	Meeting of NCT-I with Students held at New Delhi.	December 17-18 1983
11.	Meeting of NCT-I with eminent educationists/Teachers' Organisations at New Delhi.	December 19, 1983
12.	Meeting of NCT-I held at New Delhi	January 23-25, 1984
13.	Meeting of NCT-I held at New Delhi	February 24-25, 1984.
14.	Meeting with the Planning Commission's Steering Group for Education at Yojna Bhavan, New Delhi.	February 26, 1984
15.	Meeting of NCT-I held at New Delhi	March, 24-25, 1984
16.	Meeting of NCT- during its visit to Trivandrum.	May 10-12, 1984
17.	Meeting of NCT-I during its visit to Srinagar.	May 30 to June 2, 1984
18.	Meeting of NCT-I during its visit to Goa (Panaji).	Jun 7-8, 1984
19.	Meeting of NCT-I held at Badkhal Lake, Faridabad (Haryana).	ept mber 9-16, 1984
20.	Joint Meeting of NCT-I and II held at Vigyan Bhavan, New Delhi.	November 29, 1984
21.	Meeting of NCT-I held at Vigyan Bhavan, New Delhi.	December 1-2, 1984
22.	Meeting of NCT-I held at Teen Murti House, New Delhi.	March 11 13, 1985
23.	Joint Meeting of NCT-I an II held at New Delhi	Marc 26, 1985

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APPENDIX IV

PARTICULARS OF THE NCT—I SEMINARS

Sl. No.	Name and Place of the Seminar	Date of Seminar	Number of Participants
1.	National Seminar on Teachers to deliberate on the terms of reference of the two National Commissions on Teachers (New Delhi).	September 5-9, 1983	242
2.	NCT-I Seminar to deliberate on its terms of reference (Bhopal).	January 15-18, 1984	165
3.	Seminar held by All India Federation of Educational Associations in collaboration with NCT-I with a view to considering and making recommendations on certain terms of reference (2, 7 and 8) of NCT-I (Calcutta).	February 20-22, 1984	77
4.	Seminar held by All India Federation of Educational Associations in collaboration with NCT-I with a view to considering and making recommendations on certain terms of reference (2, 7 and 8) of NCT-I (Bombay).	February 26-28, 1984	44

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APPENDIX V

LIST OF STATE VISITS

Sl. No.	Place of the Visit	Date of the Visit
1.	Hyderabad	June 12-15, 1983
2.	Calcutta	June 25-28, 1983
3.	Lucknow	July 18-21, 1983
4.	Bombay	August 1-4, 1983
5.	Gauhati	August 17, 1983
6.	Shillong	August 18-21, 1983
7.	Chandigarh	October 7-8, 1983
8.	Ahmedabad	October 9-10, 1983
9.	Bangalore	October 11-12, 1983
10.	Madras	October 13-14, 1983
11.	Bhubaneshwar	November 29-30, 1983
12.	Bhopal	January 19, 1984
13.	Imphal	February 8-9, 1984
14.	Kohima	February 10-12, 1984
15.	Tribal Schools in Midnapur District, West Bengal.	February 13, 1984
16.	Tribal Schools in Bustar District, Madhya Pradesh.	February 14-17, 1984
17.	Andaman & Nicobar Islands (Port Blair).	February 14-17, 1984
18.	Trivandrum	May 10-12, 1984
19.	Srinagar	May 30-June 2, 1984
20.	Goa (Panaji)	June 7-8, 1984
21.	Patna	June 13-14, 1984
22.	Jaipur	June 26-28, 1984
23.	Pondicherry	July 12-13, 1984

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APPENDIX VI

NCT—I QUESTIONNAIRE

Dear Friend,

As you may be aware, the Government of India have set up two National Commissions on Teachers to advise the Government on various aspects relevant to the teaching community as specified in the terms of reference which are given in the appendix. National Commission on Teachers-I, dealing with School Education, proposes to issue a questionnaire in order to elicit views and suggestions on various subjects covered by the terms of reference. The questionnaire is set forth in the following pages and I request you to kindly send your answers before 25th August, 1983 at the following address.

Prof. S. B. Adaval,
Questionnaire of NCT-I,
5, Bank Road, Allahabad.

Considering the importance of the work of the Commission, we are sure, you will extend your fullest cooperation and give your valuable time to the reflection on the questions included in the questionnaire and to give your answers with precision, brevity and comprehensiveness. If you need more space for your answers, you may kindly attach additional sheets. The questionnaire is comprehensive and covers a wide range of subjects included in the terms of reference. We shall be thankful if you will kindly give answers to all the questions. However, you may feel free to omit any question according to your inclination and preference.

Effort has been made to present questions in such a way that they may facilitate the formulation of answers. You may, however, find that some questions overlap each other. This overlapping is to some extent, unavoidable, but some times, it is also intentional. Time given to you for answering the questions is rather short. This is unavoidable in view of the fact that the work of the Commission is scheduled on a tight time-table. You will, however, kindly be indulgent in this regard and make a special effort to send us your answers before the scheduled date. We extend our thanks in anticipation.

KIREET JOSHI

PS : As requested above, you will kindly send this questionnaire, duly filled in, before 25th August, 1983, at the following address :

Prof. S. B. Adaval,
Questionnaire of the NCT-I
5, Bank Road,
Allahabad.

QUESTIONNAIRE

PERSONAL INFORMATION*

1. Name
2. Educational Background
3. Address (Place of work)
4. Teaching Experience (if any)
   At the school level :
   Primary
   Junior Middle
   Secondary
   Senior Secondary
   College
   University
5. Subjects you are now teaching
6. Subjects you taught in the past
7. Present Profession (if any other than that of teaching)
8. Interests and Hobbies
9. Any other relevant information

Signature

OBJECTIVES FOR THE TEACHING PROFESSION

1.1 Teacher's profession involves dedication, commitment and inspiration. Is this possible without ideals and values?

1.2 There is moral crisis in Indian Society. Can teachers be of some help?

1.3 What would you say are the essential features of Indian culture? Name three of them.

1.4 What are in your views Indian values and in which direction do they need reaffirmation enlargement and modification in the context of the needs of today?
In this context, and keeping in view the larger issues of the future of India's progress, what are, in your view, the special objectives that the teaching profession should pursue?

1.5 Considering the crucial role of the teacher in nation building what qualities of excellence should teachers exemplify ?

* The NCT-I questionnaire was printed by thin Hindi and English.

1.6 To promote dynamism and responsiveness in the profession in view of increasing human knowledge in modern times suggest any four concrete steps for the attainment of this objective.

1.7 How can the teaching profession be made to respond to the ideals of secularism, social justice and democratic urge ?

STATUS TO MEMBERS OF THE PROFESSION

2.1 Does a teacher receive adequate respect and recognition in the society today?

2.2 Does their status depend on

(a) material benefits

(b) professional skill

(c) moral values

(d) personal qualities

(e) any other?

Suggest priority.

2.3 In what respect are the present emoluments of teachers inadequate in comparison to other professional positions?

(a) Salary

(b) Other allowances

(c) Physical facilities like housing/medical etc.

(d) Any other?

2.4 What specific salary scales and other benefits do you suggest to enhance the status for teachers?

(a) For Primary level

(b) For Secondary level

2.5 Should the above relate to qualifications? If yes, suggest emoluments for :

(a) teachers trained for primary classes

(b) teachers trained for secondary classes

2.6 It is suggested that there should be a common salary scale for elementary and secondary school teachers. Do you agree or disagree? Give reasons.

2.7 Should the emoluments be uniform all over the country?

FOSTERING DYNAMISM IN THE PROFESSION

3.1 It is said that the teaching profession today has become stable and static. What is your own estimate of the situation in this regard?

3.2 Please suggest three steps to make the teaching profession more dynamic.

3.3 In view of the fact that the task of the teacher is sacred and inestimable in terms of value, what suggestions would you make for the society, the government and teachers themselves to ensure that the teacher receives due reference and status?

3.4 Suggest four specific ways to make the profession responsive to the educational thought and experimentation being provided by UNESCO, UNICEF and apex bodies like the UGC, NCTE and NCERT.

3.5 India has entered the satellite age. There is going to be explosion of information. How can teaching profession in India cope with the new developments?

3.6 Suggest any four steps to be taken for its use :
(a) in the rural schools
(b) in the urban schools

3.7 How can creativity among teachers be promoted for the encouragement and innovations?

ATTRACTING AND RETAINING TALENT

4.1 Is teaching profession attracting sufficient number of talented persons?

4.2 If not, why?

4.3 How can talented persons be attracted and retained in the profession of teaching? Mark any two choices which you consider as essential :

(a) attractive pay scales

(b) avenue of promotion

(c) status at par with other professions

(d) recognition of individual talents

(e) Any other?

4.4 Besides National Awards, Teacher's Day etc. what other measures can be taken to attract talent?

4.5 Is recognition or status necessary for dedicated teachers?

4.6 Suggest measures to widen the base for recruitment to the teaching profession.

4.7 Should the mode of recruitment be modified? If yes, what change do you suggest?

4.8 Please offer suggestions for providing suitable facilities to women that would encourage them to enter into the teaching profession.

4.9 What incentives would you suggest to enable teachers to constantly improve their learning and professional competence?

4.10 Would you suggest any improvements in the scheme of National Awards to Teachers?

4.11 What measures do you suggest to reduce or eliminate disparity of pay-scales among teachers of the same level but working in different parts of the country?

4.12 What role should, in your view, the Teachers' Organisations play to enhance the status of teachers?

4.13 What suggestions would you like to make to improve the status of teachers in the schools engaged in physical education, library work, art and crafts etc.?

4.14 What kind of promotional avenues can be built into the system for retaining talented teachers?

4.15 Should any special measure be taken for retaining good teachers in rural and difficult/tribal/backward areas? Give specific suggestions.

4.16 What steps can be taken to achieve job involvement and professional satisfaction among teachers?

4.17 There is a view that part-time teachership may be introduced to attract competent women/craftsmen/other motivated persons/retired army personnel for school teaching. What is your view in this regard?

TEACHER TRAINING

5.1 Is training/orientation necessary for teachers?

5.2 Are you satisfied with the existing arrangements for training of teachers at primary and secondary levels?

5.3 If not, suggest three specific measures for improvement (in general).

5.4 For pre-service training suggest four measures for improvement which you think to be essential.

5.5 Our training programme is largely conservative and suffers from stagnation with regard to content, methodology and orientation. What concrete steps should be taken to enrich the training of

(a) Pre-service teachers?

(b) In-service teachers?

5.6 What steps would you suggest to develop professionalism among teachers through training?

5.7 If you are a trained teacher, has training brought about any appreciable change in your attitude/teaching/knowledge? Mark any two.

5.8 It is suggested that all pre-service training for teachers be abolished, and only in-service training be imparted to teachers after their recruitment. How far do you agree with this? Will it improve the situation? If so, in what ways?

5.9 Would you advocate a well-knit system of recruitment followed by a probationary period of training? Would you suggest this system for all teachers or for certain categories of teachers only?

5.10 There is at present, no uniform system in our country in regard to pre-service training in respect of elementary school teachers. Would you advocate a uniform system? If so, what pattern would you suggest?

5.11 Considering that the role of motivating and inspiring students for knowledge, skills and values is being increasingly emphasised, what changes in method and content of the teachers' training programmes would you suggest?

5.12 A teacher is supposed to be the embodiment of national culture and values. What modifications in the present system of teacher training do you suggest for inculcating such ideals and values in our future teachers?

5.13 Considering that increasing emphasis will be laid in the coming years on the audio-visual methods as also on sophisticated educational technology, what special skills would you like teachers to possess and how best can these skills be imparted to them?

5.14 What could be the role of mass media and other modern educational technology in the training of teachers? What are your suggestions in this regard?

5.15 In the context of our recent emphasis on linking education with the world of work as also of vocationalisation how would you view the inadequacies of our present training programmes? What suggestions would you like to make to mend these inadequacies?

5.16 What are your views regarding correspondence courses for teachers' training? What improvements or modifications would you suggest in regard to these courses?

5.17 What would you suggest to improve the situation in regard to single-teacher schools and training of teachers teaching in these schools?

5.18 Considering that the educational needs of a large proportion of children have to be met by non-formal education, what changes in system of teacher training need to be brought about for equipping them for this purpose?

5.19 Considering the fact that the improvements in teacher training programmes and facilities will have to be effected by the Universities, UGC, NCERT & NCTE, what specific recommendations would you make for their coordination and expeditious action?

5.20 What role do you suggest for the NCTE? In what way do you think can this Council be strengthened in the interest of the qualitative improvement of teacher education in the country?

5.21 What measures would you suggest to prevent the establishment of sub-standard teachers' training Institutions?

5.22 What suggestions would you like to make for the training of teacher-educators?

METHODS AND TECHNOLOGY FOR TEACHING

6.1 Is there any scope for the application of improved methods of teaching and technology in the Indian schools? Why? Give your answer.

6.2 Concepts like technology of teaching etc. appear too sophisticated to be applied in the rural setting. Do you agree?

6.3 Name any two improved methods of teaching which can be applied within our resources.

6.4 What are the various economic, educational and other difficulties which according to you prevent the use of new technologies (like video-tapes, computer assisted instruction etc.) in education?

6.5 How far can the existing teaching aids be manipulated more effectively for purposes of better teaching? For encouraging self-learning and creative expression what role of educational technology do you envisage?

ROLE OF TEACHERS

7.1 What is your role-expectation for—

(a) Elementary teachers?

(b) Secondary teachers?

7.2 Are these teachers able to play these expected roles effectively?

7.3 Name any three constraints in this regard.

7.4 It is said that while society expects teachers to fulfil several important roles, it has failed to provide the necessary conditions for their effective performances. How far do you agree with this and what suggestions do you have to make in this regard?

7.5 Suggest any three specific measures to enhance teachers' role to improve and motivate students.

7.6 What skills and values should teachers encourage among students to create a scientific out-look, attitudes of secularism, environmental consciousness and civic responsibility.

7.7 There is visible gap in the expectation of the society, and the actual conditions of role playing. How can this gap be removed?

7.8 The 'Guru Concept' is precious. The "Professional Teacher Concept" is real. How can the two be combined? Suggest two specific and realisable steps.

7.9 Starting from the ancient Indian idea that the role of the teacher is to communicate wisdom in silence, and the Socratic idea in the West that knowledge or virtue cannot be taught, there is today an increasing insistence on the idea of the teacher more as a guide and motivator rather than as an instructor and on the idea of the process of learning that encourages the student "to learn to learn". Arguing on this line of thought, and in the context of the modern media of communication, including teaching machines, there is a tendency to minimise the role of the teacher or to eliminate the role of the teacher altogether. What do you think of this tendency?

INTEGRATING EDUCATION WITH DEVELOPMENT WORK

8.1 The frontiers of teaching role extend to Community Service. Do you agree?

8.2 If yes, how can this role be integrated through such activities as N.S.S., N.C.C., Scouting Programme etc.?

8.3 In what different ways can a teacher contribute to national development?

8.4 In what other ways can linkages be established between education and national development?

NON-FORMAL EDUCATION

9.1 Have programmes like non-formal education and continuing education acquired a wide base in the existing system of education?

9.2 If not, why? Give reasons.

9.3 Suggest specific facilities and qualifications necessary for teachers to promote non-formal education.

9.4 Is there need for specialisation in the training of teachers for implementing non-formal and continuing education?

9.5 Are you satisfied with the arrangements made for the spread of non-formal education in the schools?

9.6 If not, what measures should be taken to improve the programmes?

TEACHERS' ORGANISATIONS

10.1 Should there be trade unionism among teachers?

10.2 If not, what are your objections?

10.3 To what extent are teachers' organisations affected by politics, individual interests of leadership and regionalism?

10.4 Do they promote professionalism among teachers? To what extent?

10.5 Are they oriented towards pressure tactics, agitations and protests?

10.6 How can these organisations play effective role in safeguarding teachers' interests—professional and material? Suggest four measures.

10.7 There is growing urge in the teaching profession to play a decisive role in the framing of government educational policy-making. Should it be encouraged?

10.8 If not, why?

10.9 Many suspect Teachers' Organisations are grooming their office-bearers for turning out teacher politicians. Is it borne out by facts and is it desirable?

10.10 If not, what could be done in this regard?

10.11 There is the view that in any matter of teacher preparation, professional growth, welfare, and placement of the Teachers' Organisations should be actively associated with the management and the government. What is your view in regard to this tripartite arrangement for problem-solving?

CODE OF CONDUCT

11.1 Should there be a code of conduct for teachers? Give reasons.

11.2 Suggest the principles/main contents of such a code.

11.3 There is a view that behavioural norms for teachers should emanate from within the teacher himself rather than be imposed from without. What is your view in this respect and how can this be achieved?

11.4 There is a feeling that in framing code of conduct for teachers, Teachers' Organisations should be a part to it. How far do you agree? In what way can this be done?

11.5 Should the code of conduct be evolved at national level or state level?

TEACHERS' WELFARE

12.1 What specific steps have been recently taken to ensure their welfare and give them a feeling of security and well-being?

12.2 What is your assessment of the adequacy of arrangements for the promotion of teachers' welfare.

12.3 Would you suggest any special schemes for teachers' welfare?

12.4 What is your view on the functioning of the National Foundation of Teachers' Welfare? Would you suggest any modifications and improvements?

12.5 What role, do you think, should voluntary organisations play in promoting the status and welfare of teachers?

12.6 Would you like to enlist various demands that teachers at various levels make from time to time and which, in your view, are directly related to the securing of the welfare of teachers?

(Signature)

Place :

Date :

APPENDIX VII

NCT—I SECRETARIAT

Sl. No.	Name and Designation	Date of Joining in the NCT Secretariat
1.	Shri Kireet Joshi Member—Secretary	February, 1983
2.	Prof. S. P. Banerjee, Joint Secretary	November, 1983 (left in June, 1984)
3.	Shri A. C. Kauldhar, Deputy Secretary	March, 1983
4.	Shri Karam Chand Under Secretary	May, 1983 (left in June, 1984)
5.	Shri C. S. Bhoria, Under Secretary	June, 1984
6.	Prof. S. K. Chakraborti, Private Secretary to Chairman	November, 1983
7.	Shri G. R. Ahir, Section Officer	August, 1983
8.	Shri R. L. Arora, Private Secretary to Member-Secretary.	February, 1983
9.	Shri Satish Bhushan, Senior P. A. to Member- Secretary	February, 1983.
10.	Shri Dharam Dev, Senior P. A.	November, 1983
11.	Shri G. S. Ahuja, Senior P. A.	September, 1984 (left in January, 1985)
12.	Shri Bahadur Chand, Assistant	May, 1983 (left in May, 1983)
13.	Shri Amar Singh, Assistant	June, 1983.
14.	Shri V. D. Kumbnani, Accountant	September, 1983
15.	Shri K. G. Arora, P.A.	February, 1983
16.	Shri M. S. Unnikrishnan, P.A.	August, 1983
17.	Shri Ramesh Chandra, P. A.	April, 1983
18.	Shri Yogesh Kumar, Steno Gr. 'D'	May, 1983 (left in September, 1983)
19.	Shri R. D. Joshi, Steno Gr. 'D'	September, 1983 (left in March, 1984)
20.	Miss Nishtha Kapoor, Steno Gr. 'D'	April, 1984
21.	Shri P. Sankar, L.D.C.	May, 1983
22.	Shri V. Nagarajan, L.D.C.	May, 1983

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APPENDIX VIII

NCT—I RESEARCH CELL AND ITS DOCU MENTATION

(a) Staff of the Research Cell

Sl.No.	Name and Designation	Pericd
1.	Prof. S. B. Adaval, Director	June 1, 1983 to January 31, 1985
2.	Prof. R. S. Lal, Assistant Director	June 11, 1983 to January 31, 1985
3.	Prof. N. N. Srivastava, Tabulator	June 16, 1983 to September 30, 1984
4.	Prof. Km. Prabhavati Dixit, Tabulator	December 23, 1984 to January 31, 1985
5.	Shri Jagdishwar Dwivedi, Tabulator	June 16, 1983 to March 31, 1984
6.	Prof. R. N. Saxena, Research Analyst	June 24, 1983 to March 31, 1984
7.	Prof. S. P. Singh, Research Analyst	August 2, 1983 to March 31, 1984
8.	Prof. Jagat Narayan Srivastava, Reserach Analyst	September 19, 1983 to January 31, 1985
9.	Prof. L. N. Gupta, Research Analys	September 25, 1983 to January 31, 1985
10.	Prof. Kishan Kumar Research Analys	September 23, 1983 to January 31, 1985
11.	Prof. I. C. Gupta, Sr. Technical Assistan	June 16, 1983 to January 31, 1985
12.	Prof. Usha Gupta, Sr. Technical Assistant	June 16, 1983 to January 31, 1985
13.	Dr. R. S. Asthana, Sr. Technical Assistant	August 4, 1983 to January 31, 1985
14.	Dr. Smt. S. Bhagoliwal Sr. Technical Assistant	August 1, 1983 to March 31, 1985
15.	Km. Archana, Sr. Technical Assistant	May 1, 1984 to June 30, 1984
16.	Shri Amitabh, Sr. Technical Assistant	July 7, 1984 to September 19, 1984
17.	Prof. R. K. Yadev, Sr. Technical Assistant	October 1, 1984 to November 11, 1984
18.	Shri B. S. Ojha, Accounts Clerk	July 1983 to January, 1985
19.	Shri S. S. Dayal, Steno/Typist	September 1983 to April 1984
20.	Shri Prasanna Kumar, Typist	June 1983 to July 1984
21.	Shri Uday Kumar, Typist	July 1983 to July 1984
22.	Shri Govind Srivastava, Typist	July 1983 to January 1984
23.	Shri Amitabh Office Assistant	June 1983 to January 1985
24.	Shri Sri Kumar, Typist	May 1984 to January 1985
25.	Shri Rakesh Chandra Kesarva i, Typist	December 1984 to January 1985

(b) List of Documents Prepared by the Research Cell

1. Trend Report Volume I Terms of Reference 1 to 3
   Trend Report Volume II Terms of Reference 4 to 6
   Trend Report Volume III Terms of Reference 7 to 9
   Trend Report Volume IV Terms of Reference 10 to 12
2. A Study of Recommendations on Teachers by Education Commission in the Post Independence Era (R.K. Yidav)
3. Demands and Recommendations Made by Teacher Organisations (R.S. Asthana)
4. Role of Teacher Organisations in Professional Growth (S.P. Singh)
5. A Critical Study of Emoluments Welfare Schemes and Promotional Avenues for Teachers in different States of India (J. Dwivedi)
6. Spontaneous Individual Responses—An Analysis (R.S. Asthana)
7. Preliminary Analysis of One thousand Questionnaire Responses
8. Teacher—Today and Tomorrow—A Seminar Report
9. Man Power Planning for Teachers (R.S. Shukla)
10. Multidimensional Role of Teachers (C. Seshadri)
11. The Teacher and the Community (Devdatta Dabholkar)
12. The Quest for Excellence in the Teaching Profession (R.K. Yadav)
13. Professionalism and Professional Training as an Input in the Teacher's Job (N. Vedamani Manuel)
14. Commanding Height and Demanding Performance (V.R. Taneja)
15. Code of Conduct (Prof. K. Bahadur and Prof. H.B. Majumdar)
16. Welfare of Teacher (G.M. Prakash)
17. Teacher's Organisations and Professional Growth (G. Chaurasia)
18. Objectives for the Teaching Profession (Smt. R.S. Asthana)
19. Status, Professional Excellence, Dynamism and Welfare of Teachers (V.R. Taneja)
20. Universalization of Elementary Education (R.S. Lal)
21. Inspector—Teachers' Greatest Friend (G.M. Prakash)
22. Some Thoughts on Teacher Education (R.P. Verma)

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APPENDIX IX (a)

STATEMENT SHOWING NUMBER OF SEATS IN LEGISLATIVE ASSEMBLIES, LEGISLATIVE COUNCILS AND NUMBER OF TEACHERS AND GRADUATE CONSTITUENCIES ALLOTTED TO EACH OF THE STATES/UNION TERRITORIES

Sl. No.	State/Union Territories	No. of Constituencies in legislative Assembly	Legislative Council		
			Total No. of Seats	Teacher Constituencies	Graduate Constituencies
1	2	3	4	5	6
1.	Andhra Pradesh	294	90	8	8
2.	Assam	126	..	..	..
3.	Bihar	324	96	8	8
4.	Gujarat	182	..	..	..
5.	Haryana	90	..	..	..
6.	Himachal Pradesh	68	..	..	..
7.	Jammu and Kashmir	76*	..	..	..
8.	Karnataka	224	63	6	6
9.	Kerala	140	..	..	..
10.	Madhya Pradesh	320	..	..	..
11.	Maharashtra	288	78	7	7
12.	Manipur	60	..	..	..
13.	Meghalaya	60	..	..	..
14.	Nagaland	60	..	..	..
15.	Orissa	147	..	..	..
16.	Punjab	117	..	..	..
17.	Rajasthan	200	..	..	..
18.	Sikkim	32	..	..	..
19.	Tamil Nadu	234	63	6	6
20.	Tripura	60	..	..	..
21.	Uttar Pradesh	425	108	9	9
22.	West Bengal	294	..	..	..
	Union Territories				
23.	Andaman & N. Islands	..	..	..	..
24.	Arunachal Pradesh	30	..	..	..
25.	Delhi	56	(Metropolitan Council Constituencies)		
26.	Goa, Daman & Diu	30	..	..	..
27.	Mizoram	30	..	..	..
28.	Lakshadweep	..	..	..	..
29.	Pondicherry	30	..	..	..

*This figure is excluding the 24 seats ear-marked for Pakistan occupied Territory.

APPENDIX IX (b)

MODEL CODE OF CONDUCT FOR THE GUIDANCE OF POLITICAL PARTIES AND CANDIDATES

I. General Conduct

(1) No party or candidate shall indulge in any activity which may aggravate existing differences or create mutual hatred or cause tension between different castes and communities, religious or linguistic.

(2) Criticism of other political parties, when made, shall be confined to their policies and programme, past record and work. Parties and candidates shall refrain from criticism of all aspects of private life, not concerned with the public activities of the leaders or workers of other parties. Criticism of other parties or their workers based on unversified allegations or on distortion shall be avoided.

(3) There shall be no appeal to caste or communal feelings for securing votes. Mosques, Churches, Temples or other places of worship shall not be used as forum for election propaganda.

(4) All parties and candidates shall avoid scrupulously all activities which are "corrupt practice" and offences under the election law, such as the bribing of voters, intimidation of voters, personation of voters, canvassing within 100 metres of a polling station, holding public meetings during the period ot 48 hours ending with the hour fixed for the close of the poll, and the transport and conveyance of voters to and from polling station.

(5) The right of every individual for peaceful and undisturbed home life shall be respected, however, much the political parties or candidates may resent his political opinions or activities. Organising demonstrations or picketing before the houses of individuals by way of protesting against their opinions or activities shall not be resorted to under any circumstances.

(6) No political party or candidate shall permit its or his followers to make use of any individual's land, building, compound wall etc. without his permission for erecting flag-staffs, suspending banners, pasting notices, writing slogans etc.

(7) Political parties and candidates shall ensure that their supporters do not create obstructions in or break up meetings and processions, organised by the other parties. Workers or sympathisers of one political party shall not create disturbances at public meetings organised by another political party by putting questions orally or in writing or by distributing leaflets of their own party. Processions shall not be taken out by one party along places at which

meetings are being held by another party. Posters issued by one party shall not be removed by workers of another party.

II. Meetings

(1) The party or candidate shall inform the local police authorities of the venue and time of any proposed meeting well in time so as to enable the police to make necessary arrangements for controlling traffic and maintaining peace and order.

(2) A party or candidate shall ascertain in advance if there are any restrictive or prohibitory orders in force in the place proposed for the meeting. If such orders exist, they shall be followed strictly. If any exemption is required from such orders it shall be applied for and obtained well in time.

(3) If permission of licence is to be obtained for use of loudsperkers or any other facility in connection with any proposed meeting, the party or candidate shall apply to the authority concerned well in advance and obtain such permission or licence.

(4) Organisers of a meeting shall invariably seek the assistance of the police on duty for dealing with persons disturbing a meeting or otherwise attempting to create disorder. Organisers themselves shall not take action against such persons.

III. Processions

(1) A party or candidate organising a procession shall decide beforehand the time and place of the starting of the procession, the route to be followed and the time and place at which the procession will terminate. There shall ordinarily be no deviation from the programme.

(2) The organisers shall give advance intimation to the local police authorities of the programme so as to enable the latter to make necessary arrangements.

(3) The organisers shall ascertain if any restrictive orders are in force in the localities through which the procession has to pass and shall comply with the restrictions unless exempted specially by competent authority. Any traffic regulations or restrictions shall also be carefully adhered to.

(4) The organisers shall take steps in advance to arrange for passage of the procession so that there is no block or hindrance to traffic. If the procession is very long, it shall be organised in segments of suitable lengths, so that at convenient intervals, especially at points where the procession has to pass road junctions, the passage of held-up traffic could be allowed by stages thus avoiding heavy traffic congestion.

(5) Processions shall be so regulated as to keep as much to the right of the road as possible and the direction and advice of the police on duty shall be strictly complied with.

(6) If two or more political parties or candidates propose to take processions over the same route or parts thereof at about the same time, the organisers shall establish contact well in advance and decide upon the measures to be taken to see that the processions do not clash or cause hindrance to traffic. The assistance of the local police shall be availed of for arriving at a satisfactory arrangement. For this purpose, the parties shall contact the police at the earliest opportunity.

(7) The political parties or candidates shall exercise control to the maximum extent possible in the matter of processionists carrying articles which may be put to misuse by undesirable elements, especially in moments of excitement.

(8) The carrying of effigies purporting to represent members of other political parties or their leaders, burning such effigies in public and such other forms of demonstration shall not be countenanced by any political party or candidate.

IV. Polling Day

All political parties and candidates shall—

(i) Co-operate with the officers on election duty to ensure peaceful and orderly polling and complete freedom to the voters to exercise their franchise without being subjected to any annoyance or obstruction;

(ii) supply to their authorised workers suitable badges or identity cards;

(iii) agree that the identity slips supplied by them to voters shall be on plain (white) papers and shall not contain any symbol, name of the candidate or the name of the party;

(iv) refrain from serving or distributing liquor on polling day and during the twenty-four hours preceding it;

(v) not allow unnecessary crowds to be collected near the camps set up by the political parties and candidates near the polling booths so as to avoid confrontation and tension among workers and sympathisers of the parties and candidates;

(vi) ensure that the candidate's camps shall be simple—They shall not display any posters, flags, symbols or any other propaganda material. No eatables shall be served or crowds allowed at the camps, and

(vii) co-operate with the authorities in complying with the restrictions to be imposed on the plying of vehicles on the polling day and obtain permits for them which should be displayed prominently on those vehicles.

V. Polling Booth

Excepting the voters, no one without a valid pass from the Election Commission shall enter the polling booths.

VI. Observers

The Election Commission is appointing observers for each Parliamentary constituency. If the candidates or their agents have any specific complaint or problem regarding the conduct of the elections they may bring the same to the notice of the observer.

VII. Party in Power

The party in power whether at the Centre or in the State or States concerned, shall ensure that no cause is given for any complaint that it has used its official position for the purposes of its election compaign, and in particular :

(i) (a) The Ministers shall not combine their official visit with electioneering work and shall not also make use of official machinery or personnel during electioneering work;

Government transport including official aircrafts, vehicles, machinery and personnel shall not be used for furtherance of the interest of the party in power;

(ii) Public places such as maidans etc. for holding election meetings, and use to helipads for airflights in connection with elections, shall not be monopolised by itself. Other parties and candidates shall be allowed the use of such places and facilities on the same terms and conditions on which they are used by the party in power.

(iii) Rest houses, dak bungalows or other Government accommodation shall be allowed to be used by other parties or candidates in a fair manner;

(iv) Issues of advertisements at the cost of the public exchequer in newspapers and other media during the election period regarding their achievements with a view to furthering the prospects of the party in power shall be scrupulously avoided;

(v) Ministers and other authorities shall not sanction grants/payments out of discretionary funds from the time the elections are announced by the Commission; and

(vi) From the time the elections are announced by the Commission, Ministers and other authorities shall not—

(a) announce any financial grants in any form or promises thereof; or

(b) lay foundation stones etc. of projects or schemes of any kind; or

(c) make any promise of construction or roads, provision of drinking water facilities etc., which may have the effect of influencing the voters in favour of the party in power;

(vii) Ministers of Central or State Government shall not enter any polling station or place of counting except in their capacity as a candidate or voter or authorised agent.

Sd/-

(S. L. SHAKDHAR)

Chief Election Commissioner of India

New Delhi,
April 17, 1982

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APPENDIX X

Code of Conduct for Kendriya Vidyalaya Sangathan (KVS) Teachers

54. A person who chooses teaching as a career, assumes the obligation to conduct himself at all times in accordance with the highest standards of the teaching profession, aiming at quality and excellence in his work and conduct, setting an example which will command the respect of the pupils, the parents and his colleagues.

Teaching, in its true sense, is not mere instruction but influence. The teacher's duty is not merely to communicate knowledge in specific subjects but also to help children grow to their fullest stature, develop suitable attitudes and unfold their personality. In this responsible task what matters most is the personal example of the teacher.

55. The provisions of the C.C.S. (Conduct) Rules 1964 will apply mutatis mutandis to the non-teaching staff of the Sangathan including the Principals but in case of teaching staff of the Kendriya Vidyalayas the following code of conduct shall apply:

(1) Every teacher shall, by precept and example, instil in the minds of the pupils, entrusted to his care, love of the motherland.

(2) Every teacher shall, by precept and example, inculcate in the minds of his pupils respect for law and order.

(3) Every teacher shall organise and promote all school activities which foster a feeling of universal brotherhood among the pupils.

(4) Every teacher shall, by precept and example, promote tolerance for all religions among his pupils.

(5) No teacher shall be a member of any political party or carry on activities either openly or in camera in support of any such party. He shall also not have any association with either any political party or any organisation which has been declared by the Sangathan to be carrying out its activities against the aims, objects and functions of the Kendriya Vidyalaya.*

(6) The teacher shall always be on the alert to see that his pupils also do not take active part in politics.

(7) No teacher shall be a member of the State or Central Legislature. He shall resign his job before standing for election as a candidate.

(8) Every teacher must take his stand against the unhealthy and unsocial customs and practices in modern society and must strive his best to instil in the minds of his pupils the principles of co-operation and social service.

(9) Every teacher shall co-operate with and secure the co-operation of other persons in all activities which aim at the improvement of the moral, mental and physical well-being of pupils.

(10) Every teacher must be strictly impartial in his relations with all his pupils. He should be sympathetic and helpful particularly to the slow learners.

(11) Every teacher must be a learner throughout his life not only to enrich his own life, but also those who are placed in his care. He should plan out his work on approved lines and do it methodically, eschewing vigilantly all extraneous activities.

(12) Every teacher must regard each individual pupil as capable of unique development and of taking his due place in the society, and help him to be creative as well as co-operative.

(13) Every teacher should be temperate and sober in his habits. He should scrupulously avoid smoking, chewing of betel leaves and such other undesirable habits in the presence of students and within the precincts of the Vidyalaya.

(14) Every teacher should have an exemplary moral character. His dealings with the members of the other sex in the Vidyalaya or outside it, should not be such as would cause reflection on his character or bring discredit to the Vidyalaya.

(15) Every teacher should take pride in his calling and try to promote the dignity and solidarity of his profession.

(16) Every teacher must be an advocate of freedom of thought and expression, and the development of scientific temper in himself and his students.

* Education Code for Kendriya Vidyalayas, Kendriya Vidyalaya Sangathan, New Delhi, 1980, pp. 51-55.

(17) No teacher shall indulge in or encourage any form of malpractice connected with examinations or other school activities.

(18) Confidential matters relating to the Institution and the Department shall not be divulged by any teacher.

(19) No teacher shall undertake private tuition or private employment or otherwise engage himself in any business. Any teacher violating these instructions will be liable to disciplinary action under the C.C.S. (C.C.A.) Rules 1965, as extended to the employees of the Kendriya Vidyalaya Sangathan.

(20) Every teacher should be clean and trim, not casual and informal, while on duty. His dress should be neat and dignified. He should on no account be dressed so as to become an object of excitement or ridicule or pity at the hands of the students and his colleagues.

(21) Every teacher should be punctual in attendance, in respect of his class work as also for any other work connected with the duties assigned to him by the Principal. He should realise that he is a member of the team and should help in developing a corporate life in the school.

(22) Every teacher should abide by the rules and regulations of the Vidyalaya and show due respect to the constituted authority, diligently carrying out instructions issued to him by the superior authority.

(23) Every teacher shall avoid monetary transactions with the pupils and parents and refrain from exploiting his Vidyalaya influence for personal ends. He shall generally conduct his personal matters in such a manner that he does not incur a debt beyond his means to repay.

(24) No teacher shall prepare or publish any textbook or keys or assist directly or indirectly in their preparation, or use such publications without obtaining prior approval of the Sangathan.

(25) No teacher shall engage himself as a selling agent or canvasser for any publishing firm/ trader.

(26) No teacher shall apply for an assignment or job outside the Sangathan direct. He shall invariably forward his application through proper channel.

(27) No teacher shall represent his grievances, if any, except through proper channel, nor will he canvass any non-official or outside influence or support in respect of any matter pertaining to his service in the Vidyalaya.

(28) Every teacher shall consider Vidyalaya property and funds as if placed in trust with him and shall exercise the same prudence and care as he would do in respect of his own property or funds.

(29) (a) No teacher shall accept or permit any member of his family or any other person acting on his behalf to accept any gift from any pupil, parent or any person with whom he has come into contact by virtue of his position in the Vidyalaya.

Explanation : The expression "gift" shall include free transport, board, lodging or other service or any other pecuniary advantage when provided by any person other than a near relation or personal friend having no official dealings with him.

NOTE.—A casual meal, lift or other social hospitality of a casual nature shall not be deemed to be a gift.

(b) On occasions, such as weddings, anniversaries, funerals or religious functions when the making of a gift is in conformity with the prevailing religious or social practice, a teacher may accept gifts if the value thereof does not exceed Rs. 25.

(30) No teacher shall, except with the previous sanction of the Sangathan, give any talk on the radio, publish any statement or document either in his own name or anonymously, pseudonymously or in the name of any other person, which has the effect of an adverse criticism of any current or recent policy or action of the Central government or a State government, or which is capable of embarrassing the relations between the Central Government and a State Government or between the Central Government and the Government of any foreign State.

(31) No teacher shall, except with the previous sanction of the competent authority, ask for or accept contribution to, or otherwise associate himself with the raising of any funds or other collections in cash or in kind in pursuance of any object, whatsoever.

(32) It is the duty of every teacher :

(i) to respect the National Flag and the National Anthem;

(ii) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women,

(iii) to develop scientific temper, humanism and spirit of inquiry and reform,

(iv) to safeguard public property and to abjure violence,

(v) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

(33) If a teacher is convicted by a Court of Law or arrested, it will be his duty to inform his immediate superior the fact of his conviction or arrest and the circumstances connected therewith, as soon as it is possible for him to do so. Failure to do so will be regarded as deliberate suppression of material information and will render him liable to disciplinary action in accordance with the C.C.S. (C.C.A.) Rules as extended to the employees of Kendriya Vidyalaya Sangathan.

(34) Every teacher shall at all times–

(i) maintain absolute integrity,

(ii) maintain devotion to duty,

(iii) do nothing which is unbecoming of an employee of the Sangathan.

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APPENDIX XI

*CODE OF CONDUCT FOR TEACHERS AND OTHER EMPLOYEES OF RECOGNISED SCHOOLS OF DELHI

Employees of recognised schools to be governed by the Code of Conduct

Every employee of a recognised school, whether aided or not, shall be governed by the Code of conduct, as specified in this Chapter, and every such employee shall be liable to the disciplinary action, specified in rule 115, for the breach of any provision of the Code of Conduct :

Provided that in the case of an employee of an unaided minority school, the penalties for the breach of any provision of the Code of Conduct shall be such as may be specified in the contract of service between the management of the school and the concerned employee.

Code of Conduct for Teachers

(1) The Code of Conduct for the teachers of the recognised schools, including unaided minority schools, shall be as follows :

(a) No teachers shall—

(i) knowingly or wilfully neglect his duties;

(ii) propagate through his teaching lessons or otherwise, communal or sectarian outlook, or incite or allow any student to indulge in communal or sectarian activity;

(iii) discriminate against any student on the ground of caste, creed, language, place of origin, social and cultural background or any of them;

(iv) indulge in, or encourage, any form of malpractice connected with examination or any other school activity;

(v) make any sustained neglect in correcting class-work or homework done by students;

(vi) while being present in the school, absent himself (except with the previous permission of the head of the school) from the class which is required to attend;

(vii) remain absent from the school without leave or without the previous permission of the head of the school :

Provided that where such absence without leave or without the previous permission of the head of the school is due to reasons beyond the control of the teacher, it shall not be deemed to be a breach of the Code of Conduct, if, on return to duty, the teacher has applied for and obtained, ex post facto, the necessary sanction for the leave.

(viii) accept any job of a remunerative character from any source other than the school or give private tuition to any student or other person or engage himself in any business;

(ix) prepare or publish any book or books, commonly known as keys, or assist, whether directly or indirectly in their publication;

(x) engage himself as a selling agent or canvasser for any publishing firm or trader;

(xi) ask for or accept (except with the previous sanction of the Director, in the case of an aided school, or of the managing committee, in the case of an unaided school), any contribution, or otherwise associate himself with the raising of any funds or make any other collections, whether in cash or in kind, in pursuance of any object whatsoever, except subscription from the members of any association of teachers;

(xii) enter into any monetary transactions with any student or parent; nor shall he exploit his influence for personal ends; nor shall he conduct his personal matters in such a manner that he has to incur a debt beyond his means to repay;

(xiii) accept, or permit any member of his family or any other person acting on his behalf to accept, any gift from any student, parent or any person with whom he has come into contact by virtue of his position in the school.

* Chapter IX, the Delhi School Education Rules, 1973, Delhi Gazette, Government of India No. 136, December 31, 1973, pp. 703.

Explanation—(a) The expression "gift" shall include free transport, board, lodging or other service or any other pecuniary advantage when provided by any person other than a near relation or personal friend having no dealing with him in connection with the school.

NOTE : A casual meal, lift or other social hospitality of a casual nature shall not be a gift.

(b) On occasions, such as, weddings, anniversaries, funerals, or religious functions when the making of a gift is in conformity with the prevailing religious or social practice, a teacher may accept gift if the value thereof does not exceed Rs. 25.00;

(xiv) practise, or incite any student to practise, casteism, communalism or untouchability;

(xv) cause, or incite any other person to cause, any damage to school property;

(xvi) behave, or encourage or incite any student, teacher or other employee to behave, in a rowdy or disorderly manner in the school premises;

(xvii) be guilty of, or encourage, violence, or any conduct which involves moral turpitude;

(xviii) be guilty of misbehaviour or cruelty towards any parent, guardian, student, teacher or other employee of the school;

(xix) organise or attend any meeting during the school hours except where he is required, or permitted by the head of the school to do so;

(c) every teacher shall—

(i) be punctual in attendance and in respect of his class-work and also for any other work connected with the duties assigned to him by the head of the school;

(ii) abide by the rules and regulations of the schools and also show due respect to the constituted authority.

(2) Nothing contained in sub-rule (1) shall be deemed to take away or abridge the right of a teacher—

(a) to appear at any examination to improve his qualifications;

(b) to become, or to continue to be, a member of any literary, scientific or professional organisation;

(c) to make any representation for the redressal of any bonafide grievance, subject to the condition that such representation is not made in any rude or indecorous language.

(d) to organise or attend any meeting outside the school hours, subject to the condition that such meeting is held outside the school premises;

Provided that where any teachers' organisation or association does not have any facility to hold any meeting outside the school premises, a meeting of such organisation or association, for the bonafide purposes, may be held within the premises but before or after the school-hours, with the previous permission of the head of the school.

(3) The breach of any condition specified in sub-rule (1) shall be deemed to be a breach of the Code of Conduct.

124. Code of Conduct for other employees

The Code of Conduct specified for teachers shall, so far as may be, apply to other employees of a recognised private school, including an unaided minority school.

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APPENDIX XII

MEMORANDA/NOTES RECEIVED FROM STATE GOVERNMENTS/TEACHER'S ORGANISATIONS/ INTERESTED INDIVIDUALS AND NAMES OF REPRESENTATIVES OF TEACHERS' ORGANISATIONS, SENIOR OFFICIALS OF STATE GOVERNMENTS, AND OTHER EMINENTS EDUCATIONISTS AND INVITEES WHO PARTICIPATED IN THE COMMISSION'S DISCUSSIONS

ANDHRA PRADESH

Dates of Visit : *June* 12-15, 1983

I. Memoranda Received from Teachers' Organisations

1. Dr. I.V. Radhakrishna Murthy, General Secretary, Government Colleges of Education, Teachers' Association, Hyderabid (AP).
2. Shri K. Banasivana, Kabel School, Hyderabad (AP) Working Committee of the Association Montessori Internationale, Somajiguda, Hyderabad-500 482.
3. All India Muslim Education Society, Hyderabad.
4. President & General Secretary, Andhra Pradesh State Urdu Teachers' Association, Troop Bazar, Hyderabad-500 001.
5. General Secretary, Andhra Pradesh State Physical Education Teachers' Association, Himayatnagar, Hyderabad.
6. Shri B.V.J. Rama Sharma, Convener, Staff Council BHEL, HSS, Hyderabad-500 002.
7. President, General Secretary and Finance Secretary of Government Junior Lecturers' Association, Andhra Pradesh, Narayanguda, Hyderabad-500 029.
8. Andhra Pradesh State Teacher Educators' Association.
9. Bharatiya Shikshak Mandal, Hyderabad.

II. Memoranda Received from Interested Individuals

1. Shri G. Narayan, Principal, Rishi Valley School, Chittoor, Andhra Pradesh.
2. Shri P. Nanjundiah, Retired Head Master, Ananthapur, Andhra Pradesh.
3. Shri C. Gopinatha Rao, Member of Faculty, Administrative Staff College of India, Hyderabad.
4. Dr. S. Krishna Murty, Retired Professor, SCERT, Hyderabad-500 001.
5. Shri B. Sreedhar, Retired Head Master, Ranga Reddy District, Andhra Pradesh.
6. Dr. S. Sreedhara Swamy, Reader, Department of Education, Osmania University, Hyderabad.
7. Shri I. Vasant Kumar, Ranga Reddy District, Andhra Pradesh.
8. Dr. P. Chinappa, District Educational Officer, Ranga Reddy District, Secunderabad.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions.

1. Shri D. Ram Krishnan, President, Panchayat Raj Teachers' Association, Narayana Guda, Hyderabad.
2. Shri P. Ram Mohan Rao, Secretary, Andhra Pradesh Secondary School Head Masters' Association, Z.P.H. School, Malkarganj.
3. Shri Rajalingam, District President, Government Junior Lecturers' Association, Andhra Pradesh, Warangal.
4. Shri Kishan Rao, General Secretary, Government Junior Lecturers' Association, Andhra Pradesh.
5. Shri G. Dastaiah Naidu, Unit President, Government Junior Lecturers' Association, Andhra Pradesh.
6. Shri Y. Janardhan, Unit Secretary Government Junior Lecturers' Association, Yellareddy, Nizamabad, Andhra Pradesh.
7. Shri M.A. Ahmed, General Secretary, All India Muslim Education, Behind Mallapally Mosque, Hyderabad.
8. Shri B. Narendra Reddy, General Secretary, State Teachers' Union, Andhra Pradesh, Kachiguda, Hyderabad-500 027.
9. Shri K. Sambasiva Rao, Secretary, State Teachers' Union, Andhra Pradesh, Hyderabad.
10. Shri V. Sujeevan Rao, Joint Secretary, All India Secondary Teachers' Federation, Hyderabad, Andhra Pradesh.
11. Shri K. Bhadrappa, General Secretary, Andhra Pradesh Primary Teachers' Association, Hyderabad.
12. Dr. Dollie Shenoy, Chairman, Andhra Pradesh S.C.W. Education, Hyderabad.

13. Shri M. Balakrishnan, M.L.C., Secretary General, Federation of Andhra Pradesh Teachers Organisations, Hyderabad.
14. Shri V. Raghava Reddy, President, Andhra Pradesh Secondary School Headmasters' Association, Hyderabad.
15. Shri P. Krishan Rao, Associate President, Andhra Pradesh Secondary School Headmasters' Association, Hyderabad.
16. Shri K. Janardhan Rao, President, Andhra Pradesh Primary Teachers' Association, Andhra Pradesh.
17. Shri K. Bhadrappa, State General Secretary, Andhra Pradesh Primary Teachers' Association, Andhra Pradesh.
18. Shri B.K. Acharya, State Finance Secretary, Andhra Pradesh Primary Teachers' Association, Andhra Pradesh.
19. Shri Mohammed Bushanuddin, Hyderabad City General Secretary, Andhra Pradesh Primary Teachers' Association, Hyderabad.
20. Shri Bhal Chandra D. Pande, General Secretary, Aided and Private School Teachers Guild, Andhra Pradesh.
21. Shri Babaiah Naidu, Secretary, Andhra Pradesh Association of Mathematics Teachers, Hyderabad.
22. Shri R. Venkataramudu, M.L.C., Member, Andhra Pradesh Teachers' Federation, Vijayawada.

IV. Eminent Educationists and other invitees who participated in the Commission's discussions

1. Shri Shyam Sunder Rao, M.L.C., 66/A, Old MLA Quarters, Hyderabad-500 178.
2. Shri Sathi Nair, Commissioner, School Education, Hyderabad.
3. Dr. Malla Reddy, Professor of Education, Dean, Faculty of Education, Osmania University, Hyderabad.
4. Dr. T.V. Narayana, Retired Member, Andhra Pradesh Public Service Commission, Hyderabad.
5. Dr. C.H. Benny, Dean of Education, Nagarjuna University, Guntur.
6. Dr. C. Venkataramania, Professor, SCERT, Hyderabad.
7. Prof. M.R. Natarajan, Professor in Physics, SCERT, Hyderabad.
8. Dr. D. Damodar, Professor, SCERT, Hyderabad.
9. Dr. E.V. Rathnaiah, Professor, SCERT, Hyderabad.
10. Prof. R. Durgaprasad, Professor in Mathematics, SCERT, Hyderabad.
11. Shri B. Srinivasalu, Lecturer, SCERT, Hyderabad.
12. Shri N.V. Ranga Rao, Lecturer, SCERT, Hyderabad.
13. Shri S. Rama Raju, Lecturer, SCERT, Hyderabad.
14. Shri G. Dharma Reddy, Lecturer, SCERT, Hyderabad.
15. Shri K. Ranganayakam, Lecturer, SCERT, Hyderabad.
16. Smt. Chhayap Kirthi, Lecturer, SCERT, Hyderabad.
17. Mrs. M. Savitri Satnaryanan, Assistant Lecturer, SCERT, Hyderabad.
18. Miss V. Venkata Lakshmi, Assistant Lecturer, SCERT, Hyderabad.
19. Shri Harisanothama Rao, SCERT, Hyderabad.
20. Shri M. Ramaswami Reddy, SCERT, Hyderabad.
21. Shri D. Seshagiri Rao, SCERT, Hyderabad.
22. Shri D. Venkata Reddy, SCERT, Hyderabad.
23. Shri A.M. Nasira, SCERT, Hyderabad.
24. Shri G.S. Manickam, SCERT, Hyderabad.
25. Shri T. Venkat Rao, SCERT, Hyderabad.
26. Shri K. Vivekanandan, SCERT, Hyderabad.
27. Shri Jameel Sultana, Lecturer, SCERT, Hyderabad.
28. Shri G. Narayan, Principal, Rishi Valley School, Chittoor, Andhra Pradesh.
29. Shri N.R.K. Moorthy, Principal, The Hyderabad Public School, Ramnathapur, Hyderabad-500 013.

30. Shri P. Nanjundaiah, Retired Head Master, Anantapur.
31. Shri G. Abraham, School Assistant Government High School, Nushirbad.
32. Shri L. Sudharsan, Headmaster, Z.P.H.S. Ghatkabagh.
33. Shri V. Kesava Rao, G.H.S., Nushirabad.
34. Shri R. Krishna Murthy, Director, Abhyudaya Pradhamic Vidya Samstha, Hyderabad.
35. Shri J. Satyanarayana, School Assistant, Government High School, Rajendra Nagar, Hyderabad.
36. Shri H. Samuel, Principal, Stanley Girls Junior College, Hyderabad.
37. Ms. Ratna Seshappa, Correspondent, Stanley Junior College, Hyderabad.
38. Miss R. Kalavathy, Teacher, Kendriya Vidyalaya.
39. Smt. Lalitha Reddy, Deputy Educational Officer, Office of the D.E.O., Hyderabad.
40. Dr. S.C. Sarma, Professor of Education, Andhra University, Waltair (A.P.).
41. Shri K. Penchalaiah, Secretary, Andhra Pradesh Board of Intermediate Education, Hyderabad.
42. Shri P. Adinarayana I.A.S., former Director of School Education, Andhra Pradesh, Hyderabad.
43. Ms. Amina Begum, Head Mistress, Government Model U.P. School, Nampally.
44. Shri B. Hanumantha Reddy, G.A.O. D.E.O., Hyderabad.
45. Shri R. Yadiah, Headmaster, Government Boys Higher School, Mellagutta.
46. Shri J. Nani Pantulu, Professor of Education at Technology (Retired). SCERT, Hyderabad.
47. Shri G. Gopala Krishana, Director, Telugu Akademi, Hyderabad.
48. Shri C. Gopinatha Rao, Member Faculty, Administrative Staff College of India, Hyderabad-500 049.
49. Shri P. Adinarayana I.A.S., Director of Sugar, Andhra Pradesh, Hyderabad.
50. Mrs. K. Banasinska, Perla Kaghee School, Hyderabad.
51. Shri S. Krishna Rao, Lingampalli, Hyderabad.
52. Shri Ch. Sriramulu, Head Master, Sri Satya Sai Vidya Vihar High School, Hyderabad.

V. Names of Education Secretary and other Senior Officers of the Department of Education of Andhra Pradesh who participated in the Commission's Deliberations.

1. Shri K.S.R. Murthy, Education Secretary, Government of Andhra Pradesh.
2. Shri K.R. Paramahamsa, Deputy Secretary, (School Education), Education Department, Government of Andhra Pradesh.
3. Smt. Sarojini Dasarathram, Director, State Council of Educational Research and Training, Hyderabad.

ASSAM

Dates of Visit : January 19, 1984.

I. Memoranda received from Teachers' Organisations

1. Shri Mohini Sharma, General Secretary, All Assam Primary Teachers' Association, Assam.
2. Secretary and Teachers, Kali Bari High School, Sarpathar, Assam.

II. Memoranda received from Interested Individuals

1. Shri P.B. Zaman, 'Ekin Vila', Sibsagar, 785 640, Assam.
2. Principal, Kendriya Vidyalaya Narangi, Satgaon, Gauhati, Assam.
3. Shri Upendra Nath Roy, Assistant Teacher, Mathalli High School, Jalpaiguri.
4. Shri A.C. Talukdar, Instructor, B.T.C., Raha. District Nowgong, Assam.

III. Representatives of Teachers' Organisations who participated in the Commission's discussions

1. President, All Assam Aided High School Teachers' Association.
2. Secretary, All Assam Aided High School teachers' Association.
3. President, All Assam M.E. Teachers' Association.
4. Secretary, All Assam M.E. Teachers' Association.
5. President, All Assam Government Higher Secondary School Teachers' Association.
6. President, Assam High School Teachers' Association.

7. Secretary, Assam High School Teachers' Association.
8. President and Secretary, M.E. School Teachers' Association.
9. President and Secretary, M.V. School Teachers' Association.
10. Shri Dandeswar Gogoi, Retired Chairman, Board of Secondary Education, Assam, Noonmati.

IV. Names of the Education Secretary and other Senior Officers of the Department of Education of Assam who participated in he Commission's Deliberations

1. Shri Bhasker Baruah, Secretary and Commissioner, Department of Education, Government of Assam.

BIHAR

Dates of Visit : June 13-14, 1984

I. Memoranda received from Teachers' Organisations

1. Bihar Middle Teachers' Association, Patna.
2. Shri Sudhangsu Paul, General Secretary, All India Federation of Elementary Teachers' Organisation, Sikshak Bhavan, Arya Kumar Road, Patna.
3. Shri Jagdish Mishra, Chief Secretary, All India Primary Teachers' Federation, Exhibition Road, Patna-1.
4. Shri Avkash Pratab, Madhyamik Shikshak Sangh, Bihar.
5. Bihar Madhyamik Shikshak Sangh, Patna.

II. Memoranda received from Interested Individuals

1. Shri K.N. Mishra, Principal, Fateh Memorial Inter College, Bihar.
2. Shri Devendan Prasad, Hazipur Village, Gaya, Bihar.
3. Shri Subodh Behari Sahey, Principal, Government Boys High School, Lal Bahadur Shastri Nagar, Patna.
4. Shri Ram Niwas Sharma, Patna.

III. Representatives of Teachers' Organisations who participated in the Commission's Deliberations

1. Representatives of Primary Teachers' Organisations.
2. Representatives of Secondary Teachers' Organisations.

IV. Eminent Educationists and other invitees who participated in the Commission's Deliberations

1. Dr. G.P. Sinha, Vice Chancellor, Patna University, Patna.
2. Dr. L.K. Mishra, Vice Chancellor, Bihar University, Muzafferpur.
3. Dr. Vishwanath Prasad, Vice Chancellor, Ranchi University, Ranchi.
4. Dr. M.Q. Tauhid, Vice Chancellor, Bhagalpur University, Bhagalpur.
5. Shri F. Ahmed, Vice Chancellor, Magadh University, Bodh Gaya.
6. Dr. C.D. Singh, Vice Chancellor, L.N. Mishra Mithila University, Darbhanga.
7. Dr. Jayment Mishra, Vice Chancellor, Kameswar Singh Darbhanga Sanskirt University.
8. Shri Mahabir Prasad Yadava, Pro-Vice Chancellor, Patna University, Patna.
9. Dr. Surendra Prasad Sinha, Pro-Vice Chancellor, Bihar University, Muzafferpur.
10. Dr. P.C. Horo, Pro-Vice Chancellor, Ranchi University, Ranchi.
11. Shri Rajmangal Prasad, Pro-Vice Chancellor, Bhagalpur University, Bhagalpur.
12. Dr. Ekbal Bahaddur Singh, Pro-Vice Chancellor, Magadh University, Bodh Gaya.
13. Dr. S.N. Jha, Pro-Vice Chancellor, L.N. Mishra Mithila University, Darbhanga.
14. Shri Adya Charan Jha, Pro-Vice Chancellor, Kameswar Singh Darbhanga Sanskrit University, Darbhanga.
15. Dr. Kumar Vimal, Chairman, Bihar Public Service Commission, Patna.
16. Shri R.P. Singh, Chairman, Bihar College Service Commission, Patna.
17. Shri Harihar Prasad Yadava, Chairman, School Service Board, Patna.
18. Dr. S.P. Sinha, Chairman, Bihar School Examination Board, Patna.
19. Shri Ehsan Ahmed, Chairman, Madarsa Board Patna.
20. Dr. Nil Mohan Singh, Chairman, Bihar State Text Book Publication Corporation Ltd., Budhmarg, Patna.
21. Shri Ramdayal Pandey, Rastra Bhasa Prasad, Patna.

22. Dr. Baikunth Nath Thakur, Director, Bihar Hindi Granth Academy, Patna.
23. Dr. Saligram Singh, Chairman, Intermediate Council, Patna.
24. Dr. Durga Nand Singh, Director, A.N. Sinha Institute of Social Sciences, Patna.
25. Prof. S.M. Mohasin, Retired Professor of Psychology, Patna University, Patna.
26. Shri B.M.K. Sinha, Ex-Vice Chancellor, Bihar University, Patna.
27. Shri Devendra Prasad Singh, Ex-Vice Chancellor.
28. Dr. K.K. Mandal, Ex-Vice Chancellor.
29. Prof. Devendra Nath Sharma, Ex-Vice-Chancellor.
30. Dr. Ramawatar Shukla, Ex-Vice Chancellor.
31. Shri S.K. Bose, Retired Principal, B.N. College, Patna.
32. Dr. Uma Sinha, Retired Director, School Education, Patna.
33. Shri Bhagwan Prasad, Retired Secretary, Higher Secondary Education, Patna.
34. Shri Bhuwan Ranjan, Retired, Reader, SCERT, Patna.
35. Shri Chandra Shekhar Prasad Singh, Retired Reader, SCERT, Patna.
36. Dr. Raja Ram Singh, Retired Principal, Patna Training College, Patna.
37. Shri Atul Prasad Singh, Retired Deputy Director, Primary Education, Patna.
38. Shri Mahadeo Prasad Sinha, Retired Deputy Director, Primary Education, Patna.
39. Dr. H.N. Yadav, Ex-Vice Chancellor, Magadh University.
40. Shri B.K. Dubey, Ex-Education Commissioner, Patna.
41. Dr. Bachaspati Thakur, Member, Public Service Commission, Patna.
42. Dr. Birkeshwar Prasad Singh, Member, Bihar Public Service Commission.
43. Dr. A.S. Yadav, Ex-Vice Chancellor, Agriculture University.
44. Dr. Sachchidanand Singh, Patna Training College, Patna.
45. Dr. Jayadeo, Principal, Patna College, Patna.
46. Shri Ram Niwas Prasad Sharma, Principal, G.D. Pataliputra High School, Kadamkuan, Patna.
47. Smt. Nilima Bose, Principal, Arya kanya School, Nayatola, Patna-4.
48. Smt. Shanti Ojha, Principal, Government Girls High School, Gardanibagh, Patna.
49. Father Thams Karthama, Principal, St. Michel High School, Patna.
50. Smt. Kiran Sinha, A.T.B.N.R. High School, Patna.
51. Smt. Lilawati Narain, Principal, Boring Road Girls High School, Patna-1.
52. Dr. Sharda Prasad Singh, M.L.C., Patna.
53. Dr. Diwahar Prasad Singh, M.L.C., Mangals Road, Patna.
54. Prof. Parmanand Singh Madan, M.L.C., Patna.
55. Shri Arun Kumar, M.L.C., 14 M.L.A. Flat, Patna.
56. Dr. Maheswari Singh Mahesh, M.L.C., Patna.
57. Shri Shilendra Nath Srivastava, M.L.A., Patna.

V. Names of Education Secretary, Director of Education and other Senior Officers of the Education Department who participated in the Discussions of the Commission

1. Shri Arun Pathak, Education Commissioner, Government of Bihar, Patna.
2. Shri M.K. Mandal, Special Secretary, Education Department, Government of Bihar, Patna.
3. Shri R.D.P. Sandwar, Special Secretary, Education Department, Government of Bihar, Patna.
4. Shri K.N. Mishra, Director, Secondary Education-cum-Additional Secretary, Education Department, Government of Bihar, Patna.
5. Shri N.K. Pandey, Director (Administration), Education Department, Government of Bihar, Patna.
6. Shri U.D. Chaubey, Director, Adult-Education-cum-Additional Secretary, Education Department, Government of Bihar, Patna.

7. Shri Sadanand Sinha, Joint Secretary, Education Department, Patna.
8. Shri Devendra Prasad Sinha, Inter Financial Adviser, Education Department, Government of Bihar, Patna.
9. Shri R.B. Mishra, Director (Primary), Patna.
10. Shri R.N. Rai, Director, Special, Patna.
11. Dr. P.N. Ojha, Director (Higher).
12. Shri Bishwanath Singh, Director (R&T).
13. Shri A. Ansari, Director, Youth Welfare.
14. Dr. Dhirendra Prasad, Director, SCERT.
15. Dr. S.R. Rai, Director (Arch.).
16. Smt. Shanti Upadhya, Inspectress of Schools.

A memorandum was also received from the State Government.

GUJARAT

Dates of Visit : October 9-10, 1983

I. Memoranda received from Teachers' Organisations

1. Gujarat State Primary Teachers' Federation, Rajkot.
2. Gujarat State Secondary Teachers' Federation, Near G.P.O., Ahmedabad.
3. Gujarat State Recognised Primary Teachers' Association, Ahmedabad.

II. Memoranda received from Interested Individuals

1. Shri Chandubhai Lakhani, Member, State Education Board, Ahmedabad.
2. Shri Promodbhai Joshi, Ahmedabad.

III. Representatives of Teachers' Organisations who participated in the Commission's discussions.

1. Shri Gajendra Brahmbhatt, President, Secondary Teachers' Association, Ahmedabad.
2. Shri Jethalal Rawal, President, Gujarat Primary Teachers, Association, Gandhinagar.
3. Shri Chandubhai Lakhani, Gujarat State Primary Teachers' Federation, Rajkot.
4. Shri Chandrakant Salanapurkar, President, Gujarat State Recognised Private Primary Teachers' Association, Ahmedabad.
5. Shri Pravinchandra S. Shah, Joint Secretary, Gujarat State Private Primary Teachers' Association, Ahmedabad.
6. Shri Narendra kumar Bhatt, General Secretary, Gujarat State Primary Teachers' Association, Ahmedabad.
7. Shri Purushottambhai Patel, Member, Gujarat State Headmasters' Association, Ahmedabad.
8. Shri B.R. Vatalia, General Secretary, Gujarat State Recognised Private Primary Schools Federation, Kheda.
9. Shri J.N. Parmar, Treasurer, Gujarat State Recognised Primary Teachers' Association, Ahmedabad.
10. Shri L.A. Joshi, Organisation Secretary, Gujarat State Private Primary Teachers' Federation, Ahmedabad.
11. Shri Bhagawatiprasad D. Shukla, Secretary, Gujarat State Primary Teachers' Parishad, Chingarwa, District Ahmedabad.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Shri J.P. Pande, Chairman, Teachers, Education Board, Ahmedabad.
2. Shri Pandya, Gujarat Law Societies, Ahmedabad.
3. Shri Chandrashankar Chhaya, Principal, Training College for Women, Prabash Patan.
4. Shri Maganbhai Oza, M.A. Training College for Men Ahmedabad Gujarat.
5. Shri Dinubhai Dave, Principal, Sharda Mandir, Ahmedabad.
6. Shri Vishalbhai Oza, Saraswati Vidyalaya, Ahmedabad.
7. Shri R.J. Mehta, Prakash High School for Girls, Ahmedabad.
8. Shri Promodbhai Joshi, N.K. Primary Training College, Ahmedabad.
9. Smt. Jayaben Patel, Alembic High School, Baroda.
10. Shri Soni Ramanlal Bhikhalal, Dhansura, Modasa, Gujarat.
11. Shri Bhupendrabhai Natverlal Patel, Nani Talati Pole, Nadiad, District Kaira, Gujarat.
12. Shri Nikhil R. Lakhia, Principal, Ahmedabad.
13. Shri K.M. Hingorani, Ahmedabad.
14. Shri S.B. Bhatt, Lecturer, State Institute of Education, Ahmedabad.

15. Shri Sharmishitha G. Derasary, Lecturer, State Institute of Education, Raikhad.
16. Shri M.V. Vardiwale, Research Assistant, State Institute of Education, Raikhad.
17. Shri Laxman Bhai K. Patani, Assistant Teacher, Saraspur, Ahmedabad.

V. Names of Education Secretary and Other Senior Officers of the Department of Education who participated in the Commission's Deliberations

1. Shri K.P. Yajnik, Education Secretary, Department of Education, Government of Gujarat, Gandhi Nagar, Gujarat.
2. Shri P. K. Laheri, Joint Secretary, Department of Education, Government of Gujarat, Gandhi Nagar, Gujarat.

HARYANA

Dates of Visit : October 7-8, 1983

I. Memoranda received from Teachers' Organisations

1. President Rajkiya Adhyapak Parishad, Chandigarh.
2. Haryana Teachers' Welfare Association, Udmi Pura, Rohtak.
3. President, Haryana Rajya Adhyapak Sangh.
4. Haryana, Hindi Teachers' Association, Bhivani, Haryana.
5. Haryana Government Hindi Teachers' Association Jalbara (Ambala), Haryana.
6. President, Haryana Government School Masters' Association, Haryana.
7. President, Sanskrit Adhyapak Sangh, Kurukshetra.
8. High School Headmasters' Association, Haryana.
9. Headmasters' and Block Education Officers of Haryana.
10. North Zone School Lecturers Federation, Urban Estate No. 2, Hissar, Haryana.

II. Memoranda received from Interested Individuals

1. Shri Phool Singh, Government High School, Sirsa Khas, Haryana.
2. Shri Mahavir Singh Rohilla, 24/224, Dev Nagar, Sonepat.

III. Representatives of Teachers' Organisations who participated in the Commission's discussions.

1. Shri Ram Dutt Sharma, President, Haryana Rajkiya Adhyapak Parishad, Chandigarh.
2. Shri Dev Dutt Shastri, President, Haryana Sanskrit Ahyapak Sangh, Kurukshetra.
3. Shri Chander Bhan
4. Shri N.R. Mittal
5. Shri Babu Gupta
6. Shri H.S. Uppal
7. Shri Ram Singh Chahal
8. Shri Kailash Chand Sharma
9. Shri Dina Nath Batra
10. Shri M. Ram Sharma
11. Shri Om Prakash Dangi
12. Shri Jarnail Singh
13. Shri Ishwar Dayal Sharma
14. Shri A.C. Sharma
15. Shri Kishori Lal

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Shri Bhala Ram M.L.A., Chairman, Board of School Education, Haryana.
2. Shri Ishwar Singh, M.L.A., Haryana.
3. Shri Chandra Bhan, Hissar.
4. Shri Sohan Lal, Project Officer, Rohtak.
5. Shri Dina Nath, Professor, Kurukshetra.
6. Shri Reshma Nand, Teacher, Government Primary School, Ambala Cantt.
7. Shri Bir Singh, Headmaster, Bilaipur.
8. Shri Shiv Dutt, Teacher, G.G.M.S., Thanssar.
9. Shri M.R. Sharma, S.S. Master, G.H.S.S., Rohtak.
10. Shri Kailash Chander, S.S. Master, Government High School, Jalbara (Ambala).

V. Names of Education Secretary and Other Senior Officers of the Department of Education who participated in the Commission's Discussions

1. Smt. Kiran Aggarwal, Commissioner and Secretary, Education Department, Government of Haryana.
2. Shri Sudhir Singh, Deputy Secretary, Education Department, Government of Haryana, Chandigarh.
3. Shri D.P. Bhardwaj, Education Department Government of Haryana.

4. Shri K.G. Sharma, Education Department, Government of Haryana.
5. Mrs. Manju Gupta, Joint Director (Schools), Education Department, Government of Haryana.
6. Shri Dharam Singh Dhillon, Joint Director (Adult Education), Education Department, Government of Haryana.
7. Shri N.K. Bhardwaj, Administrative Officer, Education Department, Government of Haryana.
8. Mrs. Pushpa Ahrol, Deputy Director (Adult Education), Education Department, Government of Haryana.
9. Shri S.S. Kaushal, Deputy Director of Schools, Education Department, Government of Haryana.
10. Dr. S. Kumar, Assistant Director, Education Department, Government of Haryana.

A Memorandum was also received from State Government.

HIMACHAL PRADESH

I. Memoranda received from Interested Individuals

1. Shri K.C. Manwar, Kangra, Himachal Pradesh.

JAMMU & KASHMIR

Dates of Visit : May 30—*June* 2, 1984

I. Memoranda received from Teachers' Organisations

1. Kashmir Provincial Teachers Association, Srinagar.
2. Chief Organiser, Teachers' United Front, Jammu & Kashmir State, Baramulla.

II. Memoranda received from Interested Individuals

1. Shri Sirajuddin, lecturer, Srinagar.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri Mohammed Amim Andleeb, President, All Jammu & Kashmir Teachers' Federation, Baramulla.
2. Shri G.M. Sheikh, Ex-Member, All Jammu & Kashmir Teachers' Association, Baramulla.
3. Shri Moti Lal Ram, Teacher, Jammu & Kashmir Teachers' Association, Srinagar.
4. Shri Mohammed Maqbool Lone, Senior Teacher and Vice President, Jammu & Kashmir Teachers Association, Baramulla.
5. Shri Ghulam Mohammed Sharwani, District President, Teachers' Association, Baramulla.
6. Shri Mohammed Ganae, Jammu & Kashmir Teachers' Association.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Shri R.A. Shah, Chief Editor, State Institute of Education, Srinagar.
2. Shri H.K. Kaul, State Institute of Education, Srinagar.
3. Mrs. R. Mattoo, Principal, State Institute of Education, Srinagar.
4. Miss A. Bano, District Education Officer, Kapwara.
5. Shri O.P. Basu, Principal, State Institute of Education, Jammu.
6. Shri J.N. Kachra, Principal, National School, Jammu & Kashmir.
7. Shri S. Chopra, District Education Officer, Kamua.
8. Shri John Ray, Principal.
9. Shri B.L. Bindra, Ex-Research officer.
10. Shri Syed S. Khan, Research Officer, Chemistry, State Institute of Education, Srinagar.
11. Shri Abdul Gani Miu, Research Officer, State Institute of Education, Srinagar.
12. Shri Sheikh G. Ragool, Research Officer, State Institute of Education, Srinagar.
13. Shri Sirajuddin, Lecturer, C.O.E., Srinagar.
14. Shri Neelofer Khanı Lecturer, C.O.E., Srinagar.
15. Shri Basharat Kausar, Trained Educator, C.O.E., Srinagar.
16. Shri K. Khan, Research Officer, State Institute of Education, Srinagar.
17. Shri B.L. Kaul, Research Officer, (Maths), State Institute of Education, Srinagar.
18. Shri S.K. Shah, Professor, C.O.E., Srinagar.
19. Shri Nazir Ahmad Shawl, Research Officer, State Institute of Education, Srinagar.
20. Shri G.A. Salmani, Deputy Education Officer, Pulwana.

21. Shri Halima Mufa, Research Officer, State Institute of Education, Srinagar.

22. Shri T.N. Rani, Principal, D.I.E., Srinagar.

V. Names of Education Secretary and Other Senior Officers who participated in the Commission's Discussions

1. Shri M.A. Laharwal, Secretary, Education Department, Government of Jammu & Kashmir, Srinagar.

2. Mrs. Kursheed Bakshi, Joint Director (Adult Education), Government of Jammu & Kashmir, Srinagar.

3. Shri K.L. Gupta, Deputy Education Commissioner, Higher Education, Government of Jammu & Kashmir, Srinagar.

4. Ms. Habla Begam, Deputy Director General Education, Government of Jammu & Kashmir Srinagar.

5. Dr. D.R. Dua, Field Adviser, National Council of Educational Research and Training, Jammu & Kashmir, Srinagar.

A Memorandum was also received from the State Government.

KARNATAKA

Dates of Visit : October 11-12, 1983

I. Memoranda received from Teachers' Organisations

1. Memoranda from Secondary Schools Headmasters' Association, Bangalore City, South District, Bangalore.

2. Shri V.G. Hegde, Joint Secretary and Treasurer, Bangalore North District Secondary School Headmasters' Association, Bangalore.

3. Shri K. Nagendra, Secretary, Secondary Schools Head Masters' Association, City South District, Bangalore.

4. Shri M. Sadanandan, General Secretary, Kendriya Vidyalaya, Non-Teaching Staff Association, Bangalore.

5. General Secretary, Bharateeya Sikshana Mandal, Kirnataka Sikshak Sadan, Bangalore.

II. Memoranda received from Interested Individuals

1. Shri C.R. Kalbu, Teacher, S.K. High School. Talikoti, District Bijapur, Karnataka.

2. Prof. S.R. Rohiddkan, Bangalore.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Education Federation, Kalasipalyam, Bangalore-2.

2. State Primary Schools Teachers' Association, Bangalore.

3. State Secondary and Primary School Association, Mrupathunga Road, Bangalore.

4. Bangalore City North District Secondary Schools Headmasters' Association, Bangalore.

5. Bangalore City South District Secondary Schools Headmasters' Association, Bangalore.

6. Rural District Secondary Schools Head Masters' Association, Bangalore.

7. Junior College lecturers Association, Bangalore.

8. Hindi Teachers' Association, Bangalore.

9. Urdu Teachers' Association, Bangalore.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Mrs. Padmavathi Vittal Rao, M.L.C.

2. Shri S.V. Subramanyam, Associate Professor, Physics Department, Indian Institute of Science, Bangalore.

3. Dr. Krishnamma, Principal, B.E.S. College of Education, Jayanagar, Bangalore.

4. Shri H. Kamalkar Halambi, Principal, GJC. Mangalore, D.K. District, Bangalore.

5. Shri L. Nagarajamurthy, Principal, Government Junior College, Haskota, Bangalore.

6. Shri G. Rerana Siddapa, Reader, Vijaya Teachers' College, Bangalore.

7. Shri G. Raghava, Professor in Education and Principal, Vijaya Teachers' College, Bangalore.

8. Shri D.N.S. Srigiri Natha, Lecturer, New Horizon College of Education, Bangalore.

9. Shri T.V. Thimmegowda, Retired Additional D.P.I., Bangalore.

10. Shri C. Madhukar, Principal, R.V. Teachers' College (Evening), Bangalore.

11. Shri M.H. Vijayendra, Principal, S.L.N. Teachers' Training Institute, Fort, Bangalore.

12. Shri K. Srikanteshwar, Bangalore.

13. Shri N.M. Kariappa, Ammathi Kodagu.
14. Shri S. Karial T.C., Bangalore.
15. Shri V.N. Budilal, Bangalore.
16. Shri B.S. Munavali, Bangalore.
17. Shri H.S. Ramaprasad, Assistant Master, N.J.C. Korandur.
18. Shri K. Honaiah, Assistant Government Junior College, Old Fort, Bangalore.
19. Ms. Giukanna, Assistant Master, S.K.H.E.. Bangalore.
20. Shri D.R. Kanchaiah, Assistant Master, Government High School, Sira Tumkur District
21. Shri K. Lokesha Murthy, Teacher of Science, Bangalore.
22. Shri N. Hanunthappa, Science Teacher, Bangalore.
23. Shri S.S. Dwaze, B.V. Gopalappa, C.G Jainar, Science Teacher, Bangalore.
24. Shri M.G. Ramachandran, Science Teacher Bangalore.
25. Shri G. Shantharam Bhat, Chandalilekarish. Assistant Master, Bangalore.
26. Shri Bravarajappa, Assistant Master, Bangalore.
27. Shri H.M. Prubhatama, Arts Teacher, Bangalore.
28. Shri H.G. Hedge, S.R.S. Manchikeri, Bangalore.
29. Shri G.G. Bhat, Assistant Master, S.S. Bhuvokeri Ankola, Bangalore.
30. Shri H. Junjappa, Science Teacher, Bangalore.
31. Shri S.S. Balla, Assistant Master, S.V.V.H. Codakal, Bangalore.
32. Shri P. Devendrappa, S.S.G.V.S.H. Shakunavalli (oral).
33. Shri S.M. Malemalk, Bangalore.
34. Shri Jagginaver, V.Y. Bangalore.
35. Shri S. Lokeshappa, Bangalore.
36. Shri P.K. Korade, Bangalore.
37. Shri S. Chaudhary, Bangalore.
38. Shri H.S. Srinivasa, Bangalore.
39. Shri P.M. Patil, Bangalore.
40. Shri M.N. Shastri, Bangalore.
41. Smt. Sosamma V.G., Bangalore.
42. Shri M. Ganesha Adiga, Bangalore.
43. Shri G.H. Krishnamurthy, Bangalore.

V. Names of Education Secretary and Other Senior Officers of the Department of Education of Karnataka State who participated in the Commission's Deliberations

1. Shri S. Manchaiah, Additional Secretary to Government, Education and Youth Services, 1192, 35th 'B' Cross, 28th Main IV 'T' Block Jayanagar, Bangalore.
2. Smt. M.D. Gajathan Devi Dutt, Senior Assistant Director (Primary Education), Office of the CPI, Bangalore.
3. Ms. B.C. Vimala, Senior Assistant Director (Home Science), Office of the C.P.I., Bangalore.
4. Shri M.V. Siddalingamurthi, DDPI, Bangalore, North District, Bangalore.
5. Shri A. Ramakrishna Rao, Joint Director of School Education, Bangalore.
6. Smt. H. Premadevi, Senior Assistant, D.P.I., (Mid-day Meal Scheme), Office of the JOPI (MMS) No 163-I, main Road, Sheshadripuram, Bangalore.
7. Smt. B. Chandrabai, Director, State Educational Evaluation Unit, D.S.E.R.T., B.P. Wadia Road, Basavangudi, Bangalore-4.
8. Shri S.Y. Shalvapille Iyengar, D.D.P.I. (Planning), Office of the Eve C.P.I., Bangalore.
9. Shri G. Channaveeraswamy, D.D.P.I., C.P.I.'s office, Bengalore.

A Memorandum was also received from the State Government.

KERALA

Dates of Visit : May 10-12, 1984

I. Memoranda received from Teachers' Organisations

1. General Secretary, Kerala Arabic Munshees' Association, Uliacoil, Quilon-19.

II. Memoranda received from Interested Individuals

1. Shri P. Appukuttan, Professor of Zoology, Government College, Kasargod, Trivandrum.
2. Shri A.J. Shelat, VI/1721, New Star Road, Cochin.

III. Representatives of Teachers' Organisations who participated in the Commission's discussions

1. Shri M.T.K. Raman Nambiar, Vice-President, Kerala Aided Primary Teachers' Union, P.O. Kadachira, Kerala.
2. Shri R. Radhakrishnan, General Secretary, Private School Teachers' Association, Alleppey-6, Kerala.
3. Shri Aruvippuram Prabhakaran, General Secretary, Kerala Private Schools Teachers' Union, Male Thampanoor, Trivandrum-1.
4. Shri C.P. Radhakrishnan Nair, General Secretary, D.P.E.T.A., Government Model High School, Cherevatoor, Kerala.
5. Shri A. Azeed, General Secretary, Kerala Government Teachers' Federation, Trivandrum.
6. Shri P.P. Damodaran, General Secretary, K.G.P.T. Union, P.O. Piliarh, Cannanore District, Kerala-670 353.
7. Shri M.R.G. Kurup, General Secretary, D.S.T.U., Kerala.
8. Shri S. Balan Pillai, President, D.S.T.U., Kerala.
9. Shri S.A. Khader, D.S.T.U., Trivandrum.
10. Shri M.A. Lazer, General Secretary, G.G.T.O., Kerala.
11. Shri P. Raveendran, State Vice-President, Government Graduate Teachers' Organisation, Kerala.
12. Shri G. Surendranath, Government Graduate Teachers' Organisation, Kerala.
13. Shri K.V. Devadas, General Secretary, Kerala Government Teachers' Association, Kerala.
14. Shri Somarvadwan, Kerala Government Teachers' Association, Kerala.
15. Shri S. Chitharanjan, Kerala State Secondary Teachers' Federation, Kerala.
16. Shri S. Surendram, General Secretary, Kerala Government Primary School Headmasters' Association, Kerala.
17. Shri P.K.G. Waner, General Secretary, Kerala Government Primary School Headmasters' Association, Kerala.
18. Shri P.M. Mohammed, State Executive Committee Member, K.G.P.S.H.A., Kerala.
19. Shri P.C. Ibrahim Master, President, K.A.M.A., M.M.L.P. School, Kedavoor, P.O. Thamarachi, Calicut.
20. Shri M.A. Samad, General Secretary, K.A.M.A., Kerala.
21. Shri Vamanapuram Gopi, General Secretary, Kendriya Vidyalaya Teachers' Association, Kerala.
22. Shri V.G. Umathanu, Kendriya Vidyalaya Teachers' Association, Kerala.
23. Shri P.N. Appukuttan, Kendriya Vidyalaya Teachers' Association, Kerala.

IV. Eminent Educationists and other invitees who participated in the Commission's discussions.

1. Mrs. P. John, Dean, Faculty of Education, University of Kerala.
2. Dr. Pillai, Kerala University, Trivandrum.
3. Mrs. Samuel Mathai, Trivandrum.
4. Fr. Jose Kasiamadam, Kalmassery, Kerala.
5. Shri K.M.A. Lathief, Thazhar, Kerala.
6. Prof. Samuel Mathen, Trivandrum.
7. Shri P. Gopinathan Nair, Trivandrum.
8. Shri R. Gopinathan Nair, Trivandrum.
9. Shri S. Ramavarma Thampan, Karunagappally, Kerala.
10. Shri G. Gopinathan Nair, Trivandrum.
11. Shri M.K.V. Nair, Trivandrum, Kerala.
12. Shri K. Viswanathan, Vellanad, Kerala.
13. Shri G. Thomas, Kulathoopuzha P.O. Kerala.
14. Shri V.S. Gopalan, Trivandrum.
15. Smt. C. Padmavathy Amma, Trivandrum.
16. Dr. Joseph James, Palai, Kerala.
17. P. Sarala Kumari Devi, Pattom, Trivandrum.
18. Shri K. Shreeharsan, Nayyattakan, Kerala.
19. Dr. M.A. Karim, Trivandrum.
20. Shri O.A. Mathew, Kottayam.

V. Names of Education Secretary and Director of Education and Senior Officers of Department of Education who participated in the Commission's Deliberations

1. Smt. J. Lalithambika, Secretary, General Educational Department, Government of Kerala, Trivandrum.
2. Shri Philipose Thomas, Director of Public Instruction, Government of Kerala, Trivandrum.

3. Shri Sukumaran Nair, Education Department, Government of Kerala, Trivandrum.

A Memorandum was also received from the State Government.

MADHYA PRADESH

Dates of Visit : January 19, 1984.

I. Memoranda received from Teachers' Organisations

1. Madhya Pradesh Abhiyantrik Maha Vidyalaya Shikshak Sangh, Ujjain.
2. Madhya Pradesh Teachers' Association, Bhopal.
3. Madhya Pradesh Government Upper Division Teachers' Association, Bhopal.
4. Madhya Pradesh unit, All India Federation of Educational Associations, Jabalpur.
5. Madhya Pradesh Government Teachers' Association, Bhopal.

II. Memoranda received from Interested Individuals

1. Dr. G.K. Yadav, Indore, Madhya Pradesh.
2. Shri C.D. Sharma, Principal, State ENES College, District, Roygarh, Madhya Pradesh.
3. Shri D.S. Parshar, District Bastar, Madhya Pradesh.
4. Shri Vinod Gupta, Principal, Department of Economics, Badwani.
5. Shri Sunil Kumar Joshi, Madhya Pradesh.
6. R. Purswani, President, Government Engineering College, Jabalpur, Madhya Pradesh.
7. Shri Brijlal Ghritlahare, Assistant Teacher, Middle School, Jangira, Madhya Pradesh.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri D.P. Sharma, General Secretary, Madhya Pradesh Shikshak Congress, Bhopal.
2. Shri Ramshanker Dubey, President, Madhya Pradesh Government, Upper Division Teachers' Association, Bhopal.
3. Shri D.K. Tiwari, President Bhopal, Division, Madhya Pradesh Sangh, Bhopal.
4. Shri Surendranath Dunyey, Mahan Mantri, State Madhya Pradesh Teachers' Congress, Bhopal.
5. Shri Ram Gopal Verma, State Secretary, Madhya Pradesh Class III Union, Bhopal.
6. Shri K.K. Srivastava, Mahamantri, Madhya Pradesh Class III Union, Bhopal.
7. Shri Gargi Kashyap, Secretary, Educational Administrative Officers' Association, Bhopal.
8. Smt. C. Panj, All India Federation of Educational Associations Jabalpur Camp.
9. Shri R.K. Chattaria, Central Member, Madhya Pradesh Unit All India Federation Educational Association, Jabalpur Camp.
10. Shri O.P. Rawal, All India Federation Educational Association, Bhopal.
11. Shri Aaqar Siddique, Secretary, Government Teachers' Association, Gwalior.
12. Shri H.P. Verma, Head Masters' Association. Bhopal.
13. Shri S.C. Pandey, State Secretary, Madhya Pradesh Teachers Association, Bhopal.
14. Shri Raj Kumar Chaudhary, Madhya Pradesh Teachers' Association.
15. Shri Prakash Neema, Madhya Pradesh Teachers' Association.
16. Shri Shridhar Date, Madhya Pradesh Teachers' Association.
17. Shri Vishwanath Pratap, Madhya Pradesh Teachers' Association.
18. Shri Ram Nath Tirwari, State Vice President. Madhya Pradesh Teachers' Association.
19. Shri Krishnan Lal Kakda, Madhya Pradesh Teachers' Association.
20. Shri Bhawarlal Pawer, District Secretary, Ujjain Madhya Pradesh Teachers' Association.
21. Shri Jamna Prasad Mishra, President, Teachers' Association, Panna.
22. Shri B.D. Belani, Vice President, Madhya Pradesh Principals Union.
23. Shri K.C. Tandon, President, Madhya Pradesh Principals Union, Bhopal.

IV. Eminent Educationists and other invitees who participated in the Commission's discussions

1. Smt. Sarla Devi Roy, Superintendent, Adivasi Kanya Ashram, Pachmari (Hoshangabad).
2. Shri Anwar Jafri 'Aklavya' Nehru Colony, Harda.
3. Shri Ram Narayan Syag 'Aklavya', Dewas.

4. Shri Vinod Rayna 'Aklavya' Arera Colony, Bhopal.
5. Shri Shyam Bhoare 'Aklavya', Anandnagar, Hoshangabad.
6. Kumari Rita Agarwal, Bharat Heavey Electricals Ltd., Bhopal.
7. Shri Arvind Gupta 'Aklavya', Anandnagar, Hoshangabad.
8. Kumari Sadhna Saxena, Kishore Bharati, P.O. Bankhedi, Hoshangabad.
9. Shri J.R. Chore, District Education Officer, Khargone.
10. Dr. Kailash B. Dwedi, Government Higher Secondary School, Tikamgarh.
11. Shri Bakar Siddiqui, Government Haridarshan, Higher Secondary School, Gwalior.
12. Shri Prem Kumar Ahuja, Lecturer, State Institute of Education, Bhopal.
13. Shri Noreshwar Ramchandra Patwardhan, Lecturer, Maharajwada Higher Secondary School No. 2, Ujjain.
14. Dr. Vijay Shirodhakar, Rajabai Narsingh Home, Ganj Basoda.
15. Shri Anand Kumar Verma, Principal, Central School Commissioner, Central School, Bhopal.
16. Shri Vishnu Parsad Vyas, Assistant Teacher, Primary School, Bolasa, Ujjain.
17. Shri Sharad Chandra Behar, Director, Shivajinagar, Bhopal.
18. Dr. Hari Parsad Rajguru, Principal, Central School, Dewas.
19. Shri V.K. Dixit, Principal, Government Post Graduate College of Education, Ujjain.
20. Dr. Ramdev P. Kathuria, National Council of Research and Training, Bhopal.
21. Dr. Chetanya Gopal Nirbhay, Lecturer, Government Maharajwada Higher Secondary School No. 2, Ujjain.
22. Shri P.L. Khare, District Education Officer, Tikamgarh.
23. Shri D.S. Joshi, Principal, Government Girls Higher Secondary School, Pachor Rajagarh.
24. Shri Ramprakash Dwedi, Principal, M.L.B. Girls College, Bhopal.
25. Shri A.V. Khare, Teacher, Government Basic Training Institute, Narasinghpur.
26. Shri G.P. Srivastava, Uparhati, Rewa.
27. Shri Sunderlal Deshmukh, Principal, Government Primary School, Multai, Betul.
28. Shri D.D.P. Sharmaranjan, Principal, Thakur Niranjansing Higher Secondary School, Gotegaon, Narsinghpur.
29. Shri Sewaram Chaturvadi, Arera Colony, Bhopal.
30. Shri R.N. Katare, Assistant Divisional Education Officer, Hoshangabad.
31. Shri Bhagawat Rawat, Lecturer, Regional College of Education, Bhopal.
32. Shri Kamala Prasad Pande, Assistant Teacher M.L.B. Girls College, Bhopal.
33. Smt. Neela Hardikar, Lecturer, Government Higher Secondary School, Talen.
34. Shri V.N. Bagchi, Maharani Road, Santosh Market, Indore.
35. Shri Krishna Dayal Bhargava, Principal Government Higher Secondary School, Dhar.
36. Dr. Ashok Sapre, Principal, Higher Secondary School, Tamia (Chhindwara).
37. Shri Ramesh Chandra Reganekar, Coordinator, Office of the District Education Officer, Khargone.
38. Shri Dinanth Sharma, Maharaji Shivajirao Higher Secondary School, Indore.
39. Shri Rajendra Hardenia, Archana Agriculture Centre, Piparia.
40. Shri B.N. Kaushik, Government Higher Secondary School, Semarikhurd, Hoshangabad.
41. Shri Shashikant Tiwari, Principal, Basic Training Institute, Bijalpur.
42. Shri Shyambahadur Namra, Shrm Niketan Jamhudi, Anup Pur, Shahool.
43. Kumari Davindar Uppal, Public Relation and Press Department, Saugar University, Saugar.
44. Smt. Kamla Vyas, Assistant Teacher, Government Girls Higher Secondary School, Piparia.
45. Shri Ghanshyam Kashyap, Principal, Mishill School, Gwalior.
46. Shri Alok Pratap Singh, South T.T. Nagar, Bhopal.
47. Dr. M.L. Mehta, Principal, Government Girls Higher Secondary School, Marasa, Neemuch.
48. Shri B.K. Dube, Principal, Government Higher Secondary School, Khichlipur, Rajagarh.

49. Shri J.P. Vyas, Gorakhpur, Jabalpur.
50. Shri Devendra Pratap Singh, Basic Training Institute, Shahdol.
51. Shri P.K. Srivastava, District Education Officer, Kanker, Bastar.
52. Shri Ramesh Chandra Dube, Lecturer, Basic Training Institute, Bhopal.
53. Shri Madangopal Baheti, Principal, Government Higher Secondary School, Dunava, Betul.
54. Kumari Kamal Saxena, Principal, Basic Training Institute, Bhopal.
55. Shri Devendra Kumar Jain Assistant Teacher, Primary School, Kumhare, Damoh.
56. Smt. Leela Sharma, Principal, Government Girls Higher Secondary School, Railway Colony, Gwalior.
57. Shri Omprakash Rawal, Sudamanagar, Indore.
58. Shri Halkevir Patel, Assistant Teacher, Middle School, Nidhora Hoshangabad.
59. Shri Ramesh Dube, Special Assistant Director, State Council of Educational Research and Training, Bhopal.
60. Shri Prakash Kant, Assistant Teacher, Government Middle School, Manund, Dewas.
61. Shri Pramshankar Bhargava, Assistant Teacher, Government Middle School, Semritla, Hoshangabad.
62. Shri D.P. Dwedi, Principal, Middle School, Talkersri, Hoshangabad.
63. Dr. Nandan Trivedi, Principal, Government Higher Secondary School, Indore.
64. Shri B.K. Sakargahe, Principal, Basic Training Institute, Khandwa.
65. Shri D.H. Khirwadkhar, Tulsinagar, Bhopal.
66. Dr. Hanskumar Jain, Sudama Nagar, Indore.
67. Shri A. K. Mittal, Lecturer, Basic Training Institute, Bhopal.
68. Shri Ashok Yadav, Middle Schol, Bodhwada, Dhar.
69. Shri Tikamchand Bapan, Middle School, Dhar.
70. Shri Jaganath Bhati, Ravishankar Nagar, Bhopal.
71. Shri Bilkis Jahan, Government Boys Higher Secondary School, Pachmarhi.
72. Mrs. Urmila Joshi, Principal, Government Naveen Higher Secondary School, Bhopal.
73. Shri Subhash Chandra Jain. Coordinator, Office of the District Educational Office, Saugar.
74. Shri Indra Prakash Kanungo, Professors' Colony, Bhopal.
75. Kumari Indu Hebakar, Principal, College of Education, Ujjain.
76. Shri M. L. Mittal, Lecturer, College of Education, Bhopal.
77. Shri K. P. Bhattacharya, Assistant Director, Director of Public Instruction, Bhopal.
78. Shri K. G. Sharma, Lecturer, Government Higher Secondary School, Narvar, Ujjain.
79. Shri Jeevan Singh Thakur, Assistant Teacher Middle School, Pipla, Dewas.
80. Dr. H.S.P. Srivastava, Principal, Government Arts & Science College, Ratlam.
81. Shri P. N. Pathak, Lecturer, Government, R.N.A. Higher Secondary School, Sehore.
82. Shri H. L. Bhatnagar, Assistant District Education Inspector, Bhopal.
83. Shri Shamsuddin, Bejnath Para, Raipur.
84. Shri Sushil Joshi, Kishore Bharati, Bankhedi, Hoshangabad.
85. Shri Ram Moorti Sharma, A.D.I., Lohargali, Sehore.
86. Shri Sitaram Rastogi, A.D.I. North T.T. Nagar, Bhopal.
87. Shri Shyam Murari Chobe, Teacher, Government Higher Secondary School, Rahtgaon.
88. Shri Gurbachan Singh, Government B.T.I. Kundeshwar.
89. Shri Phool Chand Jain, Government Higher Secondary School, Tikamgarh.
90. Shri Ravindra Shukla, Indore.
91. Shri Bhaskar Sonkambale, Higher Secondary School, Itarsi.
92. Shri M. L. Nagesh, Middle School, Takukesla, Hoshangabad.
93. Shri Hruday Kant Diwan 'Aklavya', Anand Nagar, Hohangabad.
94. Shri Rajesh Utsahi 'Aklavya', Anand Nagar, Hoshangabad.
95. Shri Vivek Paraskar 'Aklavya', Vivekanand Colony, Ujjain.

96. Shri Purushottam Dayal Saxena, Government N.V.M.K. No. 1, Dewas.
97. Shri Gurudatt Bhartiya, Government Higher Secondary School No. 2, Neemuch.
98. Shri R. P. Singh, Assistant Director, Director of Public Instruction, Madhya Pradesh, Bhopal.
99. Shri C. L. Mishra, Assistant Sankhalak, Office of the Director of Public Instruction, Madhya Pradesh, Bhopal.
100. Shri Surendranath Srivastava, Government Higher Secondary School, Tikamgarh.
101. Sri Mitadin Sharma, District Education Officer, Raisen.
102. Shri Bharat Pure 'Aklavya' Field Centre, Dhar.
103. Shri Pradeep Kumar Verma, Shaktinagar, Bhopal.
104. Shri G. Chourasia, Retired Assistant Director of Public Instruction, Madhya Pradesh, Bhopal.
105. Shri B. V. Pandya, District Education Officer, Ujjain.
106. Shri Prabhat Ranjan Upadhyay, Ramkrishna Puri Colony, Murar, Gwalior.
107. Shri S. R. Yadav, Assistant Director, Begamgunj, Raisen.
108. Mrs. Shanti Chauhan, Principal, Sindhia Girls High School, Narsingpur.
109. Mrs. Meera Sadgopal, Kishore Bharati, Bankhedi, Hoshangabad.
110. Dr. J. S. Rajput, Principal, Regional College of Education, Bhopal.
111. Shri N. K. Sharma, Coordinator, Office of the District Education Officer, Ujjain.
112. Shri S. R. Vaidya, Principal, Adarsh Vidyalaya, Pharasgaon, District Bastar, Madhya Pradesh.
113. Shri N. R. Pillai, Principal, Government H.S.S. Pharasgaon, District Bastar.
114. Shri N. K. Saini, Upper Division Teacher, Middle School, Pasangi.
115. Shri Z. M. Khan, Model High School Pharasgaon, District Bastar.
116. Smt. I. Vaidya, Upper Division Teacher, Adarsha Higher Secondary School, Pharasgaon, District Bastar.
117. Shri J. M. Chandraker, Upper Division Teacher, Pharasgaon, District Bastar.
118. Shri P. L. Patel, Upper Division Teacher, Hirri.
119. Shri K. M. Tripathi, Lecturer, Model Higher Secondary School, Pharasgaon.
120. Shri R. P. Bajpai, Upper Division Teacher, Model Higher Secondary School, Pharasgaon, District Bastar.
121. Shri H. R. Kulmitra, Upper Division Teacher, Model High School, Pharasgaon.
122. Shri M. P. Suri, Lower Division Teacher, Model Higher Secondary School, Pharasgaon.
123. Shri N. P. Joshi, Lecturer, Government Model Higher Secondary School, Pharasgaon.
124. Shri D. S. Tiwari, Lower Division Teacher, Model School, Badedonger.
125. Shri V. C. Shukla, Upper Division Teacher, Government Model Higher Secondary School, Pharasgaon.
126. Shri A. S. Chaudhary, Principal, Government Higher Secondary School, Jagdalpur, Madhya Pradesh.
127. Smt. V. Verma, Principal, M.L.B.G.H.S. School, Jagdalpur.
128. Kumari S. Sen, Lecturer, M.L.B. Girls Higher Secondary School, Jagdalpur.
129. Mrs. S. Bal, Headmistress, Vivekanand Middle School, Jagdalpur.
130. Smt. K. M. Verma, Upper Division Teacher, M.L.B. Girls Higher Secondary School, Jagdalpur.
131. Smt. J. Thakur, Lecturer, M.L.B. Girls Higher Secondary School, Jagdalpur.
132. Shri S. S. Thakur, Lecturer, Government Model Higher Secondary School, Jagdalpur.
133. Ms. S. S. Mudaliar, Government Model Higher Secondary School, Jagdalpur.
134. Shri P. R. Naidu, Principal, Rashtriya High School, Jagdalpur.
135. Shri B. P. Rao, Upper Division Teacher, Rashtriya High School, Jagdalpur.

V. Names of Education Secretary and Other Senior Officers who participated in the Commission's Discussions

1. Shri R. P. Sharma, Special Secretary, Department of Education, Government of Madyha Pradesh, Bhopal.
2. Shri S. C. Behar, Director, State Council of Educational Research and Training, Bhopal.

3. Shri I. S. Rao, Chairman, Board of Secondary Education, Madhya Pradesh, Bhopal.
4. Shri R. Das Gupta, Deputy Director, Technical Educational, Bhopal.
5. Shri D. D. Sharma, Joint Director, Adult Education, Government of Madhya Pradesh, Bhopal.
6. Dr. Ramayan Prasad, Deputy Secretary, School Education, Government of Madhya Pradesh, Bhopal.
7. Shri K. K. Chakravarti, Director of Public Instruction, Bhopal.
8. Shri P. Srivastava, Additional Director of Public Instruction, Bhopal.
9. Shri M. C. Dube, Joint Director of Public Instruction, Madhya Pradesh, Bhopal.
10. Shri K. P. Thakur, M.D., T.B.C., Government of Madhya Pradesh, Bhopal.

MAHARASHTRA

Dates of Visit : August 1-4, 1983.

I. Memoranda received from Teachers' Organisations

1. Shri Hakumat K. Nayak, President, The Greater Bombay Secondary Teachers' Association, Bombay.
2. Vice President, All India Federation of Educational Association, 1, Jay Mahal, Dadabhai Road, Ville Parle, Bombay-400 056.
3. The Maharashtra Employees of Private Schools, Bombay.
4. President, Maharashtra Palak Shikshak Sangh, Bombay.
5. President, Ahika Maharashtra Palak Shikshak Sangh, Housing Board Colony, Lakshmi Nagar, Pune.
6. President, Maharashtra State Federation of the Headmasters of Secondary and Higher Secondary Schools Association, Bombay.
7. Shri Mahesh Joshi, President, Maharashtra State Teacher Educators' Association, Dr. Borges Road, Bombay.
8. Congress Sewa Dal (I), Nagpur, Maharashtra.
9. Shri T. F. Pawar, General Secretary, Maharashtra Madhyamik Shikshak Sangh, Malegaon, District Nasik, Maharashtra.
10. Shri N. G. Patkar, General Secretary, Bombay and Subarban Secondary Teachers' Association, C. L. Boys' High School, Dadar, Bombay.
11. Shri K. D. Vyas, President of Bombay Association of Heads of Secondary Schools, Shri Gauridutt Mittal Vidyalaya Road, Bombay.
12. Dr. A. V. Shaikh IAS (Retired) Maharashtra Association of Management of Minorities Educational Institutions, Bombay.
13. Shri Mukund Kulkarni, President, Bharatiya Shikshak Mandal, Pune, Maharashtra.
14. Maharashtra Rajya Prathamik Shikshak Samithi, Pune, Maharashtra.
15. Shri M. N. Anjikar, President, Nagpur Primary Teachers' Association, Bajaj Marg, Nagpur, Maharashtra.
16. Satara Sainik School Employees Welfare Association, Sainik School, Satara-415 001.

II. Memoranda received from Interested Individuals

1. Smt. Daya Bhatavadekar, Mulinche Samarth Vidyalaya Kalina, Bombay-400 098.
2. Smt. Pramila Sanghvi, Principal, Mulinche Samarth Vidyalaya Kalina, Bombay.
3. Dr. M. Y. Apte, Lecturer in Physics, St. Francis De Sales College, Seminary Hills, Nagpur-440.
4. Shri Daniel Joseph, Pali Hill Road, Bandra, Bombay-400 050.
5. Shri Madakini Kazwade, Pune, Maharashtra.
6. Shri G. L. Sohani, Retired Headmaster, Shiwajinagar, Ratnagiri, Maharashtra.
7. Smt. Anutai Vagh, Director, Gram Bal Shiksha Kendra, Kosbad Hill, Taluq Dahanu, District Thane, Maharashtra-401 703.
8. Shri S. L. Deshbrator, Balamaupeth, Nagpur, Maharashtra.

III. Representatives of Teachers' Organisations who partipated in the Commission's Discussions

1. Mrs. Dadorkar, Member, Executive Committee, Bombay Association of Head of Secondary Schools, Bombay-2.
2. Shri V.S. Sirdesai, Secretary, Secondary Teachers' Association of Maharashtra, Bombay.
3. Shri Mahesh Joshi, President, Maharashtra State Teacher Educators Association, Bombay-12.

4. Shri R.R. Shirodkar, General Secretary, Maharashtra State Teacher Educators' Association, Bombay.
5. Shri Datta Shirode, President, Maharashtra Work Experience Teachers' Association, Poona-5.
6. Shri S.N. Pandit, General Secretary, Maharashtra Bhugol Adhyapak Mohamandal, Pune-5.
7. Shri V.B. Oturkar, President, Maharashtra Adhyapak Mahamandal, Pune.
8. Shri T.F. Pawar, Secretary, Maharashtra Secondary Teachers' Association, Malegaon Camp, Nasik District, Maharashtra.
9. Shri Datta Bhosale, President, Maharashtra Secondary Teachers' Association, District Solapur, Maharashtra.
10. Shri N. G. Patkar, General Secretary, Bombay & Suburban Secondary Teachers' Association, Dadar, Bombay-14.
11. Shri Sharad H. Shah, Secretary, Greater Bombay Secondary Teachers' Association, Christ Church Schools, Bombay-400 008.
12. Mrs. Suman Deshpande, Private Primary Teachers' Association, Pune, Maharashtra.
13. Shri C. K. Kolashetti, Private Primary Teachers' Association, Solapur, Maharashtra.
14. Shri K. R. Tungar, Private Primary Teachers' Association, Maharashtra.
15. Shri Ramesh Joshi, General Secretary Maha Mumbai Palika Shikshak Sangh, Bombay,
16. Shri K. D. Vyas, President, Bombay Association of Heads of Secondary Schools, Bombay.
17. Shri K. S. Panse, Academic Secretary, Maharashtra State Federation of Head Masters of Secondary and Higher Schools, Rastha Peth. Pune-11.
18. Shri R. V. Wadkar, Secretary, Maharashtra State Federation of Head Masters of Secondary and Higher Secondary Schools, Walhe, Pune.
19. Shri Shivajirao M. Patil, President, Maharashtra State Federation of the Headmasters' Association, Hadapsar, Pune-28.
20. Shri Mukund Kulkarni, President, All India Secretary Teachers' Federation & Bharatiya Shiksha Mandal, Maharashtra.
21. Shri Hakumat K. Nayak, President, Greater Bombay Secondary Teachers' Association, Bombay.
22. Ms. Shanta Kirloskar, Chairperson, Maharashtra, Palak Shikshak Sangh, Pune-4.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions.

1. Shri Sant Prabhakar Anant, Member of Legislative Council, Bombay.
2. Shri P. Y. Datar, Member of Legislative Council, Wanjari Nagar, Nagpur-27.
3. Shri V. S. Nabar, Principal, Chikitsak Samuha Senior High School, Bombay-4.
4. Shri K. S. Charankar, Superintendent of Municipal High School, Municipal Corporation of Greater Bombay, Bombay.
5. Smt. Prema Borkar, Assistant Research Officer, Education Department, Municipal Corporation of Greater Bombay, Bombay.
6. Dr. (Mrs) S. V. Desai, Research Officer, Municipal Corporation of Greater Bombay, Bombay.
7. Miss Rama Damenon, Superintendent of School, Bombay Municipal Corporation, Bombay.
8. Mrs. M. R. Shukla, Education Inspectress, Bombay Municipal Corporation, Bombay.
9. Mrs. S. V. Pandit, Deputy Education Officer, Bombay Municipal Corporation, Bombay.
10. Mrs. Indra Gortra, Inspectress of Aided Schools, Bombay Municipal Corporation, Bombay.
11. Mrs. Prema Rajan, Inspectress of Aided Schools, Bombay Municipal Corporation, Bombay.
12. Smt. Saeeda U. Naik, Inspectress of Urdu Primary Schools, Bombay.
13. Smt. K. A. Dhyani, Inspectress, Bombay Municipal Corporation, Bombay.
14. Shri Madhusudan Dhondu Harne, Indian Education Society, Bombay.
15 Shri G. M. Shroff, S. B. Education Society, Aurangabad.
16. Shri N. B. Pardesi, Headmaster, Mahatma Gandhi High School, Karmala-413 203.
17. Shri N. C. Patil, Head Master, K. Narkhede Vidyalaya, Bhusawal.
18. Shri D. H. Sahasrabudhe, Dharampeth, Nagpur.

19. Mrs. D.M.S. Dadekar, Principal, Senior Secondary Government High School, Bombay.
20. Mrs. P. B. Rajan, Principal, The J. B. Vachha High School, M. Joshi Road, Dadar, Bombay.
21. Dr. S. S. Kulkarni, National Institute of Bank Management, 85, Nepean Sea Road, Bombay-6.
22. Shri A. M. Khan, Superintendent, Aided Schools, Bombay Municipal Corporation, Bombay.
23. Shri B. P. Naik, Superintendent, S. Schools, Bombay Municipal Corporation, Bombay.
24. Shri P. G. Vaidya Laxmanrao Apte Prashadev, Apte Road, Pune-4.
25. Shri B. D. Dante, Sane Guruji Vidyalaya, Dadar, Bombay.
26. Shri J. H. Lokhande, Vidya Vikas High School, Chunabhatti, Sion, Bombay-22.
27. Ms. Asha Godgil, Adarsh Vidyalaya, Siddarth Nagar, Bombay-63.
28. Smt. Nirmala Ghirane, Shri Dayanand Balika Vidyalaya, Matunga, Bombay-19.
29. Smt. U. V. Nachane, Sadhana Vidyalaya, Sion, Bombay-22.
30. Miss M. R. Munim, Principal, Shri Chandulal Nanavati Vinay Mandir Vallabhbhai Road, Bombay-56.
31. Mrs. V. Gangadharan, Programme Cooordinator, Homi Bhabha Memorial Science Teachers Library, Bombay-7.
32. Mr. Ranjan Biswas, Education Officer Desionate World Life Fund India, Bombay.
33. Shri Ramesh Uttam, Education Officer, World Wild Life of India, Bombay-1.
34. Shri K. S. Charankar, Superintendent, Municipal Schools, Municipal Corporation of Bombay, Bombay.
35. Mrs. Shakuntala, Beat Officer, English Primary Schools, Bombay.
36. Shri V. D. Naik, Jayaprakash Nagar, Goregaon East, Bombay-63.

V. Names of Education Secretary and Other Senior Officers of the Department of Education participated in the Commission's Discussion.

1. Shri S. C. Daithankar, Education Secretary, Government of Maharashtra, Bombay.
2. Shri S. S. Salgaonkar, Deputy Secretary (Secondary & Higher Secondary Education), Education & Employment Department, Mantralaya Annexe, Bombay-32.
3. Shri Y. S. Karvekar, Deputy Secretary (Primary Education), Education & Employment Department, Mantralaya Annexe, Bombay-32.
4. Shri R. R. Pardeshi, Deputy Director of Education, Greater Bombay, Bombay-400 020.
5. Kumari H. S. Gonsalves, Deputy Secretary, Education & Employment Department, Bombay-400 032.

A Memorandum was also received from the State Government.

MANIPUR

Dates of Visits : February 8-9, 1984

Names of Education Secretary and Other Senior Officers of the Education Department who participated in the Commission's Deliberations.

1. Shri A. A. Halim Choudhary, Secretary Education Department, Government of Manipur, Imphal.
2. Shri Bira Singh, Director of Education (School) Government of Manipur, Imphal.
3. Shri A. Brajamani Singh, Director of Education (Colleges), Government of Manipur, Imphal.

A Memorandum was also received from the State Government.

MEGHALAYA

Dates of Visit : August 18-21, 1983

I. Memoranda received from Teachers' Organisations

1. President & General Secretary of Khasi Jaintia Deficit Schools Teachers' Association, Shillong.
2. President & General Secretary of the Meghalaya Primary School Teachers' Association, Shillong.
3. Shri A. Sen, General Secretary, Meghalaya School Services Association, Shillong.
4. Shri U. P. Deb, General Secretary, Meghalaya Aided High/Higher Secondary School Teachers and Employees Association, Shillong.

II. Memoranda received from Interested Individuals

1. Smt. Joyee Laloo, Assistant Teacher, Jowai Government Girls High School, Jowai.
2. Shri L. Laloo, Assistant Teacher, Government Boys High School, Jowai, Jaintia Hills.

III. Representatives of Teachers' Organisations who participated in the Commission's Deliberations

1. Shri Hynmesta, President, Meghalaya Aided High/Higher Secondary Teachers and Employees Association, Shillong.
2. Shri S. F. Lewis Banch, President Meghalaya Primary School Teachers' Association, Shillong.
3. Shri A. W. Khonglam, Meghalaya School Services Association, Shillong.
4. Shri E. Macdonald, President, Meghalaya School Services Association, Shillong.
5. Shri T. C. Shullai, General Secretary, M.P.S.T.A., Shillong.
6. Shri S. Mishra, Assistant General Secretary, Meghalaya Primary School Teachers' Association, Shillong.
7. Shri Karimuddin, Assistant Teacher, Islamia L.P. School and Member of the Meghalaya Association Committee.
8. Shri S. Min, Treasurer, Meghalaya Teachers' Association, Shillong.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Shri Ruby Manners, Teachers, Jowai.
2. Smt. Lutmon Lamare, Head Teacher, Sokhkh Mission L.P. School, Jowai.
3. Shri O. Roy, Thangkhiar, Headmaster, Sen Shnong High School, Shillong.
4. Shri Nagendra Kumar, Headmaster, B.V.N. High School, Shillong.
5. Shri L. Shallam, Headmaster, Government Boys High School, Jowai.
6. Shri T. W. Blah, Teacher, Jowai Government Boys High School, Jowai.
7. Mrs. Krishna Debray, Assistant Teacher, Lady Keane Girls High School, Shillong.
8. Miss Hashi Raha, Headmistress, Ram Krishna. M.B. School, Shillong.
9. Mrs. J. Suan, Teacher, St. Mary's School, Shillong.
10. Mrs. J. Raman, Teacher, St. Mary's School, Shillong.
11. Mrs. J. Massar, Headmistress, Khari Jamitia National Government M.B. School, Shillong.
12. Mrs. Chakravorty, Teacher, Government Girls High School, Jail Road, Shillong.
13. Mrs. M. Mawa, Teacher, Goovernment Girls High School, Jail Road, Shillong.
14. Mrs. Rani, Teacher, Government Girls High School, Jail Road, Shillong.
15. Mrs. A. Chullai, Headmistress, Government Girls High School, Jail Road, Shillong.
16. Mrs. N. Bara, Assistant Headmistress, Government Girls High School, Jail Road, Shillong.
17. Mrs. S. Kalloo, Teacher, Government Girls High School, Jail Road, Shillong.
18. Mrs. N. Chaudhuri, Teacher, Government Girls High School, Jail Road, Shillong.
19. Mrs. U. Purkayastha, Teacher Government Girls High School, Jail Road, Shillong.
20. Mrs. Nandita Datta, Teacher, Government Girls High School, Jail Road, Shillong.
21. Miss Sabita Bhattacharya, Teacher, Government Girls High School, Jail Road, Shillong.
22. Ms. Prithisa Acharya, Teacher, Government Girls High School, Jail Road, Shillong.
23. Ms. Amita Har Chandhim, Teacher, Laitumkhrah Bengali Girls High School, Shillong.
24. Ms. Sheela Datta, Assistant Teacher, Laitumkhrah Bengali Girls High School, Shillong.
25. Ms. Sabita Das, Assistant Teacher, Laitumkhrah Bengali High School, Shillong.
26. Berris Giri, Instructor, Basic Training Centre, Malli, Shillong.
27. Enimon Khougaugi, Instructor, Basic Training Centre, Shillong.
28. Domice Dkhar, Auxalium, L. P. School, Norgthymmai, Shillong.
29. Mary Lina Wahlong, Auxalium, L.P. School, Norgthymmai, Shillong.
30. F. C. Shullai, Teacher-in-charge, Sain Jainitia L. P. School, Shillong.
31. Genevieve Lamara, Sacred Heart Boys L. P. School, Mowai.
32. S. C. Jha, R. B. Anup Chand Higher High School Keating Road, Shillong.
33. B. Klaster Kharkongor, Mawreng D.C.L.P. School, Mawreng.
34. H. R. Sah, R. B. Anup Chand School, Shillong.
35. B. R. Singh, R. B. Anup Chand School, Shillong.
36. Sr. Clara, St. Mary's High School, Shillong.

37. St. M. Mathew, St. Mary's High School, Shillong.
38. L. Devi, Assistant Headmistress, Laitumkhosal Assamese Girls High School, Shillong.
39. J. Jean Nongrum, Sacred Heart Girls High School, Shillong.
40. Emilda Nengnong, Sacred Heart Girls High School, Shillong
41. Bhagwan Pandit Sahani, R. B. Anup Chand Hindi L. P. School, Shillong.
42. Shri R. B. Singh, Assistant Teacher, R. B. Anup Chand High School, Shillong.
43. Shri C. K. Sangma, Principal, Governnment Moral Training School, Tura.
44. Shri Pranesh Das, Headmaster, Anath Ashram Boys High School, Shillong.
45. Shri G. Lyngdol, Lecturer, SCERT, Shillong.
46. Shri C. R. Marak, SCERT, Shillong.
47. Shri S. Bharaj, Assistant Teacher, R. B. Anup Chand Hindi High School, Shillong.
48. Miss Bine Khanduri, Assistant Teacher, R. B. Anup Chand High School, Shillong.
49. Mrs. R. Sharma, Assistant Teacher, R. B. Anup Chand Hindi High School, Shillong.
50. Mr. H. L. Roy, Assistant Teacher, R. B. Anup Chand Hindi High School, Shillong.
51. Shri M. C. Pradhan, Headmaster, Lumparing Nepali M.B. School, Shillong.
52. Shri Ram Lagan Singh, Assistant Teacher, R. B. Anup Chand Hindi High School, Shillong.
53. Shri C. K. Posi, Assistant Headmaster, St. Domnic Basic High School, Shillong.
54. Shri Ram Narain Thakur, Assistant Teacher, R. B. Anup Chand Hindi High School, Shillong.
55. Shri Jainath Mishra, Assistant Teacher, R. B. Anup Chand Hindi High School, Shillong.
56. Shri M. Kharbudan, Assistant Teacher, K.P.A. Hindi High School, Shillong.
57. Shri L. Swalt, Assistant Teacher, K.P.A. Hindi High School, Shillong.
58. Shri J. A. Hynnianta, Assistant Teacher, K.P.A. Hindi High School, Shillong.
59. Shri V. Diandit, Assistant Teacher, K.P.A. Hindi High School, Shillong.
60. Shri H. P. Bhattacharya, Jail Road Boys High School, Shillong.
61. Shri B. M. Shastri, Jail Road Boys High School, Shillong.
62. Shri D. Bhattacharya, Jail Road Boys High School, Shillong.
63. Shri R. Rajan Kargna, Jail Road Boys High School, Shillong.
64. Shri T. P. Bhattacharya, Jail Road Boys High School, Shillong.
65. Shri Sayeed Ahmed, Islamia L.P. School, Shillong.
66. Shri S. A. Wahab, Islamia L.P. School, Shillong.
67. Shri Saganpath Joshi, Islamia L.P. School Shillong.
68. Shri S. M. Nizamuddin, Islamia High School, Shillong.
69. Shri Mohammed Yusuf, Islamia High School, Shillong.
70. Shri Harry Masar, Headmaster, Marianbill High School, Jowai.
71. Shri Baldwin Khasohnili, Headmaster, Pourlum High School, Shillong.
72. Shri S. Dhoiondra Roy, Pourlum High School, Shillong.
73. Shri Mahim Sarais, Head Teacher, Rymhe Bhadrag High School, Shillong.
74. Shri Lakshman Prasad Singh, Assistant Teacher, R. B. Anup Chand Hindi School, Shillong.
75. Mrs. P. Ghose, Headmistress, Laban Bangales Girls High Schools, Shillong.
76. Mrs. M. Sengupta, Assistant Headmistress, Laban Bangales Girls High School, Shillong.
77. Mrs. D. Gupta, Assistant Teacher, Laban Bangales Girls High School, Shillong.
78. Mrs. S. Chaudhury, Assistant Teacher, Laban Bangales Girls High School, Shillong.
79. Miss L. Nandy, Assistant Teacher, Laban Bangales Girls High School, Shillong.
80. Mrs. Sanchalee Ghosh, Assistant Teacher, Laban Bangales Girls High School, Shillong.
81. Mrs. Das Gupta, Assistant Teacher, Laban Bangales School, Shillong.
82. Mrs. M. A. Kharjane, Headmistress, Laban Khasi High School, Laban.
83. Mrs. Beautisma Khaya, Teacher, Mylluim D.C.L.P. School, Myllieum.

84. Mrs. I. Lyngdoh, Assistant Teacher, St. Mary's High School, Shillong.
85. Miss S. Thangni, Assistant Teacher, St. Mary's High School, Shillong.
86. Miss S. Giri, Assistant Teacher, St. Mary's High School, Shillong.
87. Mrs. M. Nangrum, Assistant Teacher, St. Mary's High School, Shillong.
88. Mrs G. P. Nengnang, Sacred Heart Boys L.P. School, Nowai.
89. Mrs. E. Khyriam, Sacred Heart Boys High School, Shillong.
90. Miss Everista Mawa, Assistant Teacher, St. Mary's High School, Shillong.
91. Shri Krimuddin, Assistant Teacher, Islamia Lower Primary School, Shillong.
92. Shri M. Roderigues, Sacred Heart Government High School, Mawlai.
93. Shri James Harry, Sacred Heart High School, Mawlai.
94. Shri Bernadetta, Sacred Heart Government High School, Mawlai.
95. H. Hymriewta, Headmaster, Shillong High School, Shillong.
96. Mrs. Kiaryhumai Lyndrn, J. B. School, Nongtheyhaian.
97. Mrs. K. Giri, Lady Raid Basic Training Centre, Malki, Shillong.
98. Shri R. Prasad, Deputy Inspector of Schools, Shillong.

V. Names of Education Secretary and Other Senior Officers of the Department of Education of Meghalaya who participated in the Commission's Deliberations

1. Shri J. P. Singh, Secretary, Education, Shillong.
2. Shri T. B. Kma, Director, Public Instruction, Meghalaya.
3. Shri R. N. Dutta, Joint Director of Public Instruction, Meghalaya.
4. Shri A. Hannan, Inspector of Schools, E&W Khasi Hills, Shillong.
5. Dr. S. K. Chattopadhyay, Deputy Director, Public Instruction, Shillong.
6. Shri V. K. Thapa, Finance & Accounts Officer, Shillong.
7. Shri B. S. Sangma, Joint Director, Public Instruction, Shillong.
8. Shri S. R. Jyarwa, Statistical Officer, Shillong.
9. Shri J. R. Mawa, District Additional Sub-Officer, Shillong.

NAGALAND

Dates of Visit : February 10-12, 1984

I. Eminent Educationists and other invitees who participated in the Commission's Discussion

1. Shri S. K. Sinha, Principal, Nagaland College of Education, Kohima.
2. Shri F. Hussain, Lecturer, Nagaland College of Education, Kohima.
3. Shri Pfelie, Headmaster, Baptist English School, Kohima, Nagaland.
4. Smt. Imly Imechen, Headmistress, Government High School, Kohima, Nagaland.
5. Fr. Kuriakose, Principal, Donbosco School, Kohima, Nagaland.
6. Smt. Harykuttpeter, Assistant Headmistress, T.M. Government High School, Kohima, Nagaland.
7. Shri T. C. Deka, Assistant Headmaster, Shiekhazou, Government High School, Kohima, Nagaland.
8. Shri G. Singh, Assistant Headmaster, Government High School, Kohima, Nagaland.
9. Shri C. M. Rana, Assistant Headmaster, Government High School, Kohima, Nagaland.
10. Shri K. B. Raju, Graduate Teacher, Government High School, Kohima, Nagaland.
11. Shri Lanuteka, Graduate Teacher, Government High School, Kohima, Nagaland.
12. Shri Zapu Tue, Graduate Teacher, Government High School, Kohima, Nagaland.
13. Shri Renovihulie, Graduate Teacher, Government High School, Kohima, Nagaland.
14. Shri V. Mor, Under Graduate Teacher, Government High School, Kohima, Nagaland.
15. Smt. N. Handique, Under Graduate Teacher, Government High School, Kohima, Nagaland.
16. Shri Kehie, Graduate Teacher, Government High School, Kohima, Nagaland.
17. Smt. Pete Vese, Graduate Teacher, Government High School, Kohima, Nagaland.

18. Smt. Arati Dev, Graduate Teacher, Government High School, Kohima, Nagaland.
19. Shri B. M. Pathak, Graduate Teacher, Government High School, Kohima, Nagaland.
20. Shri James Thomas, Teacher, Minister Hill BE School, Kohima, Nagaland.
21. Shri Baby Teacher, Minister Hill BE School, Kohima, Nagaland.
22. Shri Ratna Zao, Teacher, Minister Hill BE School, Kohima, Nagaland.
23. Shri T. T. Joseph, Teacher, Donbosco School, Kohima, Nagaland.
24. Smt. H. Thapa, Teacher, Little Flower School, Kohima, Nagaland.
25. Shri Varghese, Teacher, Donbosco School, Kohima, Nagaland.
26. Smt. R. P. Singh, Teacher, Little Flower School, Kohima, Nagaland.
27. Smt. C. A. Nanjappa, Teacher, Little Flower School, Kohima, Nagaland.
28. Sr. Tresai, Teacher, Little Flower School, Kohima, Nagaland.
29. Shri N. Senka, Teacher, Government Middle School, Mokakchung, Nagaland.
30. Shri Bimla Khawas, Teacher, Government Middle School, Chandmari, Kohima, Nagaland.
31. Shri V. Belho, Head Teacher, T. Khel Government Primary School, Kohima, Nagaland.
32. Shri Indrajit Thapa, Teacher, Government Primary School, Aradhura, Kohima, Nagaland.
33. Inspector of Schools, Kohima, Nagaland.

II. Names of the Senior Officers of the Education Department who participated in the Commission's Discussions

1. Shri N. G. Laloo, Additional Secretary to the Government of Nagaland, Education Department, Kohima.
2. Shri Kiremwati, Director, Higher and Technical Education, Education Department, Government of Nagaland, Kohima.
3. Shri K. Peseye, Director, School and Physical Education, Education Department, Government of Nagaland, Kohima.
4. Shri P. Moasosang, Joint Director, School and Physical Education, Education Department, Government of Nagaland, Kohima.
5. Shri S. M. Royshilla, Deputy Director, Education Department, Government of Nagaland, Kohima.
6. Shri G. S. Ayengia, Deputy Director, Education Department, Government of Nagaland, Kohima.
7. Shri H. R. Borash, Deputy Director, Education Department, Government of Nagaland, Kohima.
8. Shri T. C. Handique, Assistant Director, Education Department, Government of Nagaland, Kohima.
9. Shri S. N. Sharmah, Assistant Director, Education Department, Government of Nagaland, Kohima.
10. Shri P. K. Chakravorty, Officer-In-charge, Educational Technology, Directorate of Education, Nagaland, Kohima.
11. Shri V. K. Koshy, Special Officer, Science Education, Nagaland, Kohima.

ORISSA

Dates of Visit : November 29-30, 1983.

I. Memoranda received from Teachers' Organisations

1. Prof. Abani Boral, Convener, National Co-ordination Committee of Indian Teachers' Organisations, Bhouma Nagar, Bhubaneswar.
2. President, Primary Teachers' Organisation, Orissa, Bhubaneswar.

II. Memoranda received from Interested Individuals

1. Shri Rasanada Pradhan, Assistant Teacher, Nilkanteswar Vidyapith, South Balanda, Talehar, Orissa.
2. Prof. L. M. Misra, Regional Engineering College, Rourkela, Bhubaneswar.
3. Shri Sheshdev Pande, Brijraj Nagar, Orissa.
4. Shri D. Mohapatra, Puri, Orissa.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri Debiprasanna Das, General Secretary, Jatiyabadi Madhyamik Sikshak Sangh, Cuttack, Orissa.

2. Shri Kailash Chand Singh, President, All Orissa Secondary School Teachers' Association Orissa.
3. Shri D. Sahu, President Primary Teachers' Organisations, Cuttack.
4. Shri Banamali Hota, District Secretary, Bolangir Primary Teachers' Organisation, Bolangir.
5. Shri Sridhar Dhal, Vice President, UCME Schools' Association, Bolgesh.
6. Shri Kamal Lochan, General Secretary, N.C.M.E. School Teachers' Association, Dasarathpur.
7. Shri A. C. Mohapatra, All Orissa Government School Teachers' Association.
8. President, Headmasters' Association of Orissa, Bhubaneswar.
9. Shri B. Jana, Joint Secretary, All Orissa Teachers' Organisations (Confederation of College and Secondary Teachers' Organisations) Bhubaneswar.
10. Shri Shivaram Pande, A.O.P.T. Federation, Berhampur, (Orissa).

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Dr. D. Mishra, Ex-Vice Chancellor, Sambalpur University, Cuttack.
2. Shri H. K. Misra, Retired Director of Public Instruction, Government of Orissa, Cuttack.
3. Shri S. Misra, Ex-Vice Chancellor, Cuttack.
4. Shri B. C. Das, Retired Director of Public Instruction, Cuttack.
5. Shri Satrughan Nath, Principal, Lalini Devi Women's College, Bhubaneswar.
6. Shri Shyam Sunder Chhatray, Headmaster, Chuturthy M.E. School, Sampur, Puri.
7. Shri Damodar Mahapatra, Retired Headmaster, Municipal High School, Puri.
8. Shri Chintonmani Pati, Headmaster, B. Vidyapith, Cuttack.
9. Shri J. Barat, Head Pandit, Govindapur Project Upper Primary School, Dhankanel.
10. Shri Somnath Mohrana, Headmaster, Secondary Board High School, Cuttack.
11. Shri S. Narayanan, Secondary Board of Education, Bhubaneswar.

V. Names of Education Secretary and Other Senior Officers of the Education Department who participated in the Commission's Discussions

1. Dr. S. K. Mohapatra, Education Secretary, Government of Orissa, Bhubaneswar.
2. Shri R. Das, President, Board of Secondary Education, Orissa, Bhubaneswar.
3. Dr. Ghansyam Samal, Director of Public Instruction, Secondary Education, Government of Orissa, Bhubaneswar.
4. Dr. Tapas Kabi, Director of Education (Elementary and Adult Education), Government of Orissa, Bhubaneswar.
5. Smt. A. Rao, Inspector of Colleges, Government of Orissa, Bhubaneswar.
6. Shri N. P. Parija, Education Department, Government of Orissa, Bhubaneswar.
7. Dr. D. C. Misra, Education Department, Government of Orissa, Bhubaneswar.
8. Shri S. K. Dash, Education Department, Government of Orissa, Bhubaneswar.
9. Dr. Sadasiv Mishra, Education Department, Government of Orissa, Bhubaneswar.
10. Prof. H. K. Mishra, Education Department, Government of Orissa, Bhubaneswar.
11. Dr. B. N. Mishra, Education Department, Government of Orissa, Bhubaneswar.
12. Dr. S. K. Dash, Education Department, Government of Orissa, Bhubaneswar.
13. Shri B. K. Mohanty, Education Department, Government of Orissa, Bhubaneswar.
14. Shri R. K. Das, Education Department, Government of Orissa, Bhubaneswar.
15. Shri D. N. Pande, Education Department, Government of Orissa, Bhubaneswar.
16. Shri R. K. Kar, Education Department, Government of Orissa, Bhubaneswar.
17. Shri R. M. Das, Education Department, Government of Orissa, Bhubaneswar.
18. Shdi B. Panigrahi, Education Department, Government of Orissa, Bhubaneswar.
19. Shri I. Dukhu, Education Department, Government of Orissa, Bhubaneswar.
20. Shri S. C. Praharaj, Education Department, Government of Orissa, Bhubaneswar.
21 Shri P. Brahma, Education Department, Government of Orissa, Bhubaneswar.
22. Shri B. N. Murty, Education Department, Government of Orissa, Bhubaneswar.
23. Smt. S. Das, Education Department, Government of Orissa, Bhubaneswar.

24. Dr. K. M. Patnaik, Education Department, Government of Orissa, Bhubaneswar.

PUNJAB

Dates of Visit : October 7-8, 1983

I. Memoranda received from Teachers' Organisations

1. Government Primary Teachers' Association, Punjab.
2. Teachers' Association, Punjab.
3. S.E.S. (A.V.) Teachers' Union, Punjab, South Model Gram, Ludhiana.

II. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri Pratap Singh Chima, Government Primary Teachers' Association, Punjab.
2. Shri T. S. Sidhu, Punjab S.R.S.T.U., Punjab.
3. Shri Charanjiv Sood, District President, Government Primary Teachers' Association, Patiala.
4. Shri Piara Singh Dhillon, General Secretary, Government Primary Teachers' Association, Punjab.
5. Shri Manmohan Singh, Punjab State Recognised School Teachers' Union Ludhiana, Punjab.
6. Shri Sher Singh, President, Punjab State Recognised School Teachers' Union, Kharar, Punjab.
7. Shri Jarnail Singh, President, S.E.S. (A.V.) Teachers' Union, Punjab, Ludhiana.
8. Shri Balbant Singh Khera, President, Government Primary Teachers' Association, Hoshiarpur.
9. Shri Haramtar Singh, Vice President, Gazetted Educational School Services Association, Punjab, Patiala.
10. Shri Chander Prakash Rahi, Vice-President, Punjab Subordinate Federation, Punjab.
11. Shri Sewa Singh, President, Punjab Government Classified and Vernacular Teachers' Union.

III. Eminent Educationists and Other Invitees who participated in the Commission's Discussions

1. Shri H. K. Nijhawan, Retired Director of Public Instruction, Punjab.
2. Prof. A. S. Shante, Dean, Faculty of Education, Punjab University, Chandigarh.
3. Shri Pritam Singh Sodhi, Retired Assistant Director of Public Instruction, Punjab, Chandigarh.
4. Shri Gurbachan Singh Gill, Project Officer.
5. Shri S. S. Sindhu, District Education Officer, Bhatinda District, Bhatinda.
6. Shri M. S. Sandhu, Officr on Special Duty (Scholarships), Director of Public Instruction (Schools), Punjab.
7. Shri Sadhu Singh, Headmaster, Government High School, Sangrur, Punjab.
8. Shri Baldev Singh, Lecturer, Government Higher Secondary School, Kalyan District Patiala.
9. Shri Haravatar Singh Gill, Principal, Government Junior Basic Training Institute, Nabha, District Patiala.
10. Shri Gurcharan Singh Purewal, District Education Officer, Jullundar.
11. Shri Jaswant Singh, Lecturer, Adult Education, Office of the Director of Public Instruction, Punjab.
12. Mrs. S. K. Mann, Principal, Inservice Training Centre, Jullundar.
13. Shri M. L. Sharma, Regional Resource Centre, Punjab University.

IV. Names of Education Secretary and Director of Education and Other Senior Officers who participated in the Commission's Deliberations

1. Sardar Ujjal Didar Singh, Director of Public Instruction (Secondary Education), Punjab.
2. Smt. S. Madhok, Director of Public Instruction (Primary), Punjab.
3. Shri Jaswant Singh, Deputy Director, Vocationalisation, Punjab.
4. Shri Pritam Singh, Deputy Director, Secondary School Administration, Punjab.
5. Shri Manmohan Singh, Deputy Director, Adult Education, Punjab.
6. Smt. Prem Jindal, Deputy Director (Books), Office of the Director of Public Instruction, Punjab.

A Memorandum was also received from the State Government.

RAJASTHAN

Dates of Visit : June 26-28, 1984

I. Memoranda received from Teachers' Organisations

1. Shri Shiv Kishore Sanadhya, President, Rajasthan Shikshak Sangha, Vidhyak Puri, Jaipur.

II. Memoranda received from Interested Individuals

1. Shri R. B. Dube, Madanganj, Kishangarh (Rajasthan).

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri Shiv Kishore Sanadhya, President, Rajasthan Shikshak Sangh (Sanadhya Group), Rajasthan.
2. Shri Bhanwar Lal Seth, Maha Mantri, Rajasthan, Sikshak Sangh (Sandhya Group), Jaipur, Rajasthan.
3. Shri Bishan Singh Shekhawat, President, Rajasthan Shikshak Sangh (Shekhawat Group), Jaipur, Rajasthan.
4. Shri Tejpal Sharma, Maha Mantri, Rajasthan Shikashak Sangh (Shekhawat Group), Rajasthan.
5. Shri Vasu Deo Shastri, President, Rajasthan Shikshak Sangh (Pragatisheel Group), Rajasthan.
6. Shri Laxmi Narain Sharma, Maha Mantri, Rajasthan Shikshak Sangh (Pragatisheel Group), Rajasthan.
7. Shri Harihar Tiwari, President, Rajasthan Prathamik and Madhyamik Shikshak Sangh, Jaipur, Rajasthan.
8. Shri Nirendra Kumar Bhatnagar, Maha Mantri, Rajasthan Prathamik and Madhyamik Shikshak Sangh, Jaipur Rajasthan.
9. Shri Ram Chandra Choudhary, President Rajasthan Junior Lecturer Sangh, Jaipur, Rajasthan.
10. Shri Ram Gopal Sharma, Maha Mantri, Rajasthan Junior Lecturer Sangh, Rajasthan.
11. Shri Raghuveer Singh Rana, President, Rajasthan Senior Teachers' Sangh, Rajasthan.
12. Shri Kailash Krintkari, Maha Mantri, Rajasthan Senior Teachers' Sangh, Rajasthan.
13. Shri Shiv Singh Parihar, President, Rajasthan Shikshak Sangh (Physical Education), Rajasthan.
14. Shri Mohammed Edris Khan, Maha Mantri, Rajasthan Shikshak Sangh (Physical Education), Rajasthan.
15. Shri Ramesh Chandra Gupta, President, Rajasthan Shiksha Seva Sangh, Rajasthan.
16. Shri Dharamdas Arora, Maha Mantri, Rajasthan Shiksha Seva Sangh, Rajasthan.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Prof. Narain Mathur, Vanasthali, Rajasthan.
2. Shri K. L. Bordia, Udaipur, Rajasthan.
3. Shri Vipin Vihari Vajpayee, Udaipur, Rajasthan.
4. Shri Bhagwan Lal Vyas, Udaipur, Rajasthan.
5. Shri Bharat Bhushan Gupta, Kota, Rajasthan.
6. Shri Laxmi Narain Sharma, Dholpur, Rajasthan.
7. Shri Janardan Prasad Sharma, Udaipur, Rajasthan.
8. Shri Ganesh Lal Devpura, Jdaipur, Rajasthan.
9. Shri Vijay Narain Mishra, Jaipur, Rajasthan.
10. Kumari Sushila Vyas, Vanasthali, Rajasthan.
11. Shri Ishaq Mohammed, Jodhpur, Rajasthan.
12. Shri Manak Chand Jain, Jaipur.
13. Shri Sobhagmal Sri Srimal, Jaipur, Rajasthan.
14. Shri Janardan Rai Nagar, Udaipur, Rajasthan.
15. Shri Laxmilal Joshi, Jaipur, Rajasthan.
16. Shri Nehpal Singh Tanwar, Alwar, Rajasthan.
17. Dr. L. K. Oad, Banasthali, Rajasthan.
18. Shri Surya Narain Balia, Jodhpur, Rajasthan.
19. Dr. Shiv Kumar Sharma, Udaipur, Rajasthan.
20. Shri Girdhari Lal Sharma, Udaipur, Rajasthan.
21. Shri Tej Karan Dandia, Jaipur, Rajasthan.
22. Shri Lalit Kishore Lohimi, Jaipur.
23. Shri Bal Govind Tiwari, Udaipur, Rajasthan.
24. Shri Badri Prasad Joshi, Udaipur, Rajasthan.
25. Shri Prem Shankar Srimali, Udaipur, Rajasthan.
26. Shri Ram Kishore Joshi, Jaipur, Rajasthan.
27. Smt. Geeta Bajaj, Jaipur, Rajasthan.
28. Smt. Bimla Sharma, Jaipur, Rajasthan.
29. Smt. Shanta Dhanwat, Jaipur, Rajasthan.
30. Shri Ghasilal Sharma, Jaipur, Rajasthan.
31. Shri Mohan Lal Garg, Jaipur, Rajasthan.
32. Shri P. N. Saxena, Jaipur, Rajasthan.
33. Shri Manver Khan, Jaipur, Rajasthan.
34. Shri Herkrishnan Sharma, Jaipur, Rajasthan.
35. Shri Mahesh Chand Gupta, Jaipur, Rajasthan.
36. Shri Jag Mohan Lal Vyas, Jaipur, Rajasthan.
37. Smt. Sudha Johari, Jaipur, Rajasthan.
38. Smt. Laxmi Devi Arora, Jaipur, Rajasthan.

39. Shri Shanti Chandra Mishra, Jaipur, Rajasthan.
40. Shri Balveer Singh, Jaipur, Rajasthan.
41. Shri Devi Singh, Jaipur, Rajasthan.
42. Sister Thichora, Jaipur, Rajasthan.
43. Smt. Durga Devi, Phulera, Rajasthan.
44. Shri Murari Lal Sharma, Jaipur, Rajasthan.
45. Shri Dhalaram, Jaipur, Rajasthan.
46. Shri Prabhati Lal Dhanupia, Sanganer, Rajasthan.
47. Smt. Madhumati Prabhang, Jaipur, Rajasthan.
48. Smt. Pushpalata Bhatt, Jaipur, Rajasthan.
49. Shri R. D. Sharma, Principal, Kendriya Vidyalaya, Jaipur, Rajasthan.
50. Shri M. C. Mehnot, Kendriya Vidyalaya. Jaipur, Rajasthan.
51. Shri J. S. Mehta, Kendriya Vidyalaya, Jaipur, Rajasthan.

V. Names of Education Secretary and Director of Education and Other Senior Officers of the Department of Education who participted in the Commission's Deliberations

1. Shri P. B. Mathur, Secretary, Education Department, Government of Rajasthan, Jaipur.
2. Shri Man Mohan Agarwal, Director of Education, Jaipur.
3. Shri B. P. Arya, Director, Primary and Secondary Education, Bikaner, Rajasthan.
4. Shri D. C. Jain, Deputy Secretary, Government of Rajasthan, Education Department, Jaipur.
5. Shri Chanderkant Nagar, Officer on Special Duty, Education Department, Government of Rajasthan, Jaipur.
6. Shri K. G. Bijiawat, Joint Director of Education, Jaipur.
7. Mrs. Saroj Nay, Joint Director of Education (Women Education) Jaipur.
8. Ms. Dhee Prada, Deputy Director of Education (Women), Jodhpur, Rajasthan.
9. Shri C. L. Purohit, Editor, Shivira Patrika, Bikaner, Rajasthan.
10. Shri I. N. Mutha, Senior Editor, Shivira Patrika, Bikaner, Rajasthan.
11. H. R. Sharma, Deputy Director of Education, Jaipur-1, Jaipur.
12. Shri C. S. Tyagi, District Education Officer, Jaipur-1, Jaipur.
13. Shri N. L. Audichya, District Education Officer, Jaipur-II, Jaipur.
14. Mrs. Kamla Shastri, District Education Officer (Girls), Jaipur.

TAMIL NADU

Dates of Visit : October 13-14, 1983.

I. Memoranda received from Teachers' Organisations

1. Tamil Nadu Asiriyar Kottani, Vijay Complex, 3, Balckers Road, Madras.
2. Tamil Nadu Secondary, Higher Secondary School, Teachers and other Employees' Federation, Madras.
3. Tamil Nadu Private School Teachers' Sangam, 11, Haji Shaik Hussain Street, Madras.
4. Association of Heads of High and Higher Secondary Schools of Tamil Nadu, Madras.
5. Shri P. R. Ramanathan, Assistant Secretary of Verachilai Teachers' Association, Virachilai, Pudukkottai District, Tamil Nadu.
6. Secretary, Tamil Nadu Government College Teachers' Association, Salem-636 008.
7. Tamil Nadu All Teachers' Association, Vikramasingapuram, Tirunelveli District. Tamil Nadu.
8. Shri M. R. Vedanarayanan, Secretary, Tamil Nadu Pensioners Union (South Arcot), Kitalapakkam Main Road, Chrompet, Madras-44.

II. Memoranda received from Interested Individuals

1. Shri C. Thiruchithambalam, School Assistant D.V.D. Higher Secondary School, Nagercoil, Kanyakumari District, Tamil Nadu.
2. Shri S. Arumugam, Sindupoondurai, Tirunelveli-627 001, Tamil Nadu.
3. Shri S. Balaraman, Secretary Grade Assistant, S.E.M.S. School, Ambattur, Madras-53.
4. Shri S. Kuppuswami Pillai, Retired Teacher, 3, Jagai Street, Sendamangalam P.O. Salem District, Tamil Nadu.
5. Shri K. Ameer Khan, Headmaster, Government Higher Secondary School, Sellappampatty, Tamil Nadu.

6. Shri S. Duraikannu, Teacher, Sengam P.O., North Arcot District, Tamil Nadu.
7. Shri R. Kanakaraj, Headmaster, United Christian Primary School, Kamraj Nagar, Madras-52.
8. Shri C. R. Lakshmikandhan, M.L.C., Tamil Nadu.
9. Shri L. Dorai Rajan, Teacher, Valluvar Thulasingram Lane, Madras.

III. Representatives of Teachers' Organisations who participated in the Commission's Deliberations.

1. Shri V. M. Manthiram, Headmaster, Sri Ramakrishnan Mission High Secondary School (Main), T. Nagar, Madras-600 017.
2. Shri R. Shanmugam, Headmaster, Government Higher Secondary School, Nandanm, Madras-600 035.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions.

1. Shri K. Chandrachoodan, Special Officer, Corporation of Madras, Madras.
2. Shri T. S. Sivaprakasam, Commissioner, Corporation of Madras.
3. Shri O. A. Kanagasabai, Education Officer, Corporation of Madras, Madras.
4. Shri K. Gopalan, Director of Government Examinations, Madras.
5. Shri M. Syed Mohamed, Deputy Secretary, Social Welfare Department, Government of Tamil Nadu, Madras.
6. Shri S. M. Natarajan, Joint Director, Department of Employment and Training, Madras-5.
7. Shri C. Chelladurai, Deputy Director of Employment, Department of Employment and Training, Madras-5.
8. Shri A. P. Nagarathinam, Assistant Director, Social Welfare, Government of Tamil Nadu, Madras.

V. Names of Education Secretary and Director of Education and Other Senior Officers of the Department of Education, who participated in the Commission's Deliberations

1. Shri T. D. Sunder Raj, Commissioner and Secretary, Government of Tamil Nadu, Department of Education, Science and Technology, Fort St. George, Madras-9.
2. Shri J. A. Ryan, Director of School Education College Road, Madras-6.
3. Shri V. A. Sivagnanam, Joint Director of School Education, Madras-6.
4. Shri S. K. Shahul Hameed, Deputy Secretary, Education Department, Government of Tamil Nadu, Madras.

UTTAR PRADESH

Dates of Visit: July 18-21, 1983.

I. Memoranda received from Teachers' Organisations

1. U.P.L.T. Training College Teachers' Association, Lucknow.
2. Shri Lalitha Roy, President, Rajkiya Shiksha Sangh, Uttar Pradesh, Lucknow.

II. Memoranda received from Interested Individuals

1. Shri Mohammed Rizwan Ali, Maths Lecturer, A.A.I.E. College, Barabanki.
2. Shri Mohammed Irfan Ahmed, English Lecturer, A.A.I. Inter College, Barabanki.
3. Shri Prabha Misra, Saraswathi Shikshak Mandir School, Indra Nagar, Lucknow.
4. Shri Premchandra Agnihotri, Manager, Balvidyalaya Shikshan Sansthan, Nawab Ganj, Kanpur.
5. Shri Prem Shanker Mishra, Teacher, C.B.B., Chinhat, Lucknow.
6. Shri S. Mohammed Kaleem, Lecturer, Department of English, A.A.I.I. College, Barabanki.
7. Dr. Subhash Sharma, Nai Basti, Bijnor, Uttar Pradesh.
8. Shri D. S. Dube, Gorakhpur, Uttar Pradesh.
9. Prof. H. K. Awasthi, University of Lucknow, Lucknow.
10. Shri G. P. Sharma, Janata Inter College, Amambagh, Lucknow-1.
11. Shri Parashu Ram Triveni, D.A.V. Narang College, Chugali, Gorakhpur.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri Omprakash Sharma, Uttar Pradesh Madhyamik Shikshak Sangh, Lucknow.
2. Shri R. N. Thakurai, Uttar Pradesh Madhyamik Shikshak Sangh, Lucknow.
3. Dr. B. S. Awasthi, Vice-President, All India Federation of University and College Teachers' Association, Christ Church College, Kanpur.

4. Shri Parashu Ram Manitripathi, President, Uttar Pradesh Principals Association, Ghughli, Deoria, Uttar Pradesh.
5. Shri Din Dayal Gupta, Vice-President, Uttar Pradesh School Managers' Association, Lucknow.
6. Shri Lalata Rai, President, State Teachers' Association, Lucknow.
7. Shri A. B. Khattry, Honorary Joint Secretary and Treasurer, All India Federation of Educational Association, Kanpur.
8. Shri Ramkant Mishra, Government Teachers' Association, Government J.B.T.C., Lucknow.
9. Shri Prem Prakash Srivastava, Member, Provincial Executive Rajkiya Shikshak Sangh, Government Inter College, Barabanki (Uttar Pradesh).
10. President, Uttar Pradesh Junior High School Teachers' Association, Lucknow.
11. President, Uttar Pradesh Senior Basic Teachers' Association.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Shri P. N. Chaturvedi, Retired Secretary, Education Department, Government of Uttar Pradesh, Lucknow.
2. Begum Hamida Habibullah, Ex. Member of Parliament, Lucknow.
3. Dr. S. D. Singhal, Chairman, Uttar Pradesh Higher Education Service Commission, Allahabad.
4. Shri N. P. Tripathi, Chairman, Uttar Pradesh Secondary Education Service Commission, Allahabad.
5. Dr. R. N. Singh, Ex-Vice-Chancellor, Udaipur University.
6. Shri R. C. Pant, I.A.S. Retired, Ex-Secretary, Education Department, Uttar Pradesh Government, Lucknow.
7. Shri A. D. Pant, Director, G.B. Pant Institute, Allahabad.
8. Shri T. S. Papola, Director, Giri Institute of Development Studies, Lucknow.
9. Shri P. R. Chauhan, Member, Uttar Pradesh Higher Education Service Commission, Allahabad.
10. Dr. D. P. Sharma, Director, R.V.V.S., Allahabad.
11. Shri B. P. Singhal, D.I.G. & Principal, Police Training College, Moradabad, Uttar Pradesh.
12. Dr. Raghuraj Gupta, Planning Research and Action Division, Lucknow.
13. Shri Gurcharan Singh, Assistant Programme Adviser, N.S.S. Regional Centre, Government of India, Lucknow.
14. Shri Maheswar Pande, Ex M.L.C., Lucknow.
15. Shri Lakshmi Prasad Pande, Joint Director (Hills), Lucknow.
16. Dr. S. K. Dasgupta, Professor and Head of Education Department, Meerut College, Meerut.
17. Shri M. N. Mishra, District Inspector of Schools, Lucknow.
18. Dr. Shashi Kant Agnihotri, Atarra, P.G. College, Atarra, Banda, Uttar Pradesh.
19. Shri J. Pant, Lecturer, Department of Education, Lucknow University, Lucknow.
20. Shri S. N. Dhaulakhandi, Principal, State Institute of Education, Uttar Pradesh, Allahabad.
21. Dr. Kunari Mehendra, Regional Inspectress of Girls Schools, Lucknow.
22. Shri C. Mehta, Field Adviser, National Council of Educational Research and Training, Allahabad.
23. Shri A. S. Vaish, Principal, Agarwal Inter College, Lucknow.
24. Shri S. P. Gupta, Principal, Vishnu Inter College, Bareilly.
25. Shri Chandra Mohan, Principal, K. P. Inter College, Allahabad.
26. Shri Sujan Singh, Principal, Khalsa Inter College, Lucknow.
27. Wg. Cdr. K. S. Tripathi, Principal, Uttar Pradesh Sainik School, Lucknow.
28. Shri P. R. Tripathi, Head Master, Junior High School, Bahraich, Uttar Pradesh.
29. Ms. Kaushalya Popli, Headmistress, Municipal Nursery School, Mahatma Gandhi Marg, Lucknow.
30. Prof. S. R. Dixit, Head, Department of Geography, Isabbella Thouburn College, Lucknow.
31. Shri Tribhuvan Prasad, Vice-President, State Planning Commission, Uttar Pradesh, Lucknow.

V. Names of Education Secretary and Director of Education and Other Senior Officers of the Education Department who participated in the Commission's Deliberations

1. Shri R. C. Tripathi, Education Secretary, Government of Uttar Pradesh Secretariat, Lucknow.
2. Shri Vinay Krishna, Joint Secretary, Education Department, Government of Uttar Pradesh, Lucknow.
3. Shri Govinda Narain Mishra, Joint Secretary, Education Department, Government of Uttar Pradesh, Lucknow.
4. Shri Ram Lal Sharma, Deputy Secretary, Education Department, Lucknow.
5. Dr. Laxmi Prasad Pandey, Joint Director (Education) Directorate of Education, Lucknow, (Uttar Pradesh).
6. Shri Raghunandan Singh, Additional Director of Education, Secondary Education, Uttar Pradesh, Allahabad.
7. Dr. G. M. Prakash, Director SCERT, Lucknow.
8. Smt. U. Kishore, Joint Director of Education, Allahabad.
9. Shri Atam Prakash, Additional Director of Education, Directorate of Education, Allahabad.
10. Shri Hari Prasad Pandey, Regional Deputy Director of Education Lucknow.
11. Shri G. B. Pant, Joint Director of Education, Lucknow.
12. Shri I. S. Gaur, Joint Director of Education, Lucknow.
13. Dr. D. S. Verma, Office of the Director of Education, Lucknow.
14. Shri B. Sahani, Information Officer, Education Department, Government of Uttar Pradesh, Lucknow.

A Memorandum was also received from the State Government.

WEST BENGAL

Dates of Visit : June 25-28, 1983.

I. Memoranda received from Teachers' Organisations

1. Shri Sant Kumar Mishra, General Secretary, West Bengal Primary Teachers' Association, Acharya Jagdish Chandra Basu Road, Calcutta.
2. Head Master, Anandanagar A. C. Roy High School, Anandanagar P.O., Hooghly District, West Bengal.
3. Shri Salim-uz-Zaman, Bankra, Howrah Teachers' Council, Bankra Islamia High School.
4. Shri Sudhangsu Paul, General Secretary, All India Federation of Elementary Teachers' Organisations, 131/B, B. B. Ganguli Street, Calcutta.
5. Shri P. Das Mahapatra, General Secretary, West Bengal Higher Secondary Teachers' Forum, 60 B, Surya Sen Street, Calcutta.
6. Shri Golok Pati Roy, General Secretary, All Bengal Teachers' Association, Calcutta.
7. Shri Jadunath Das, President, West Bengal Pradesh Teachers' Congress(I), 2, Hazi Mohammed Mohasin Square, Calcutta.
8. Shri Sanat Kumar Misra, General Secretary, West Bengal Primary Teachers' Association, 113 A, Acharya Jagdish Chandra Basu Road, Calcutta.
9. Shri Gouranga Bhaduri, General Secretary, Nikhil Bangla Vidyalaya Sikshak Karmi Sanstha, Surya Sen Street, Calcutta.
10. Shri Dhananjoy Kumar Nath, President, District Headmasters' Association, Midnapur, West Bengal.
11. Shri Prabodhkumar Chakraborty, General Secretary, West Bengal Unit of Sarba Bhartiya Shikshak Shikshakrami Congress, 210/A-5, Kalicharan Ghosh Road, Calcutta.
12. Shri Swami Vandananda, General Secretary, Ramkrishna Math and Ramkrishna Mission, Belur Math, District Howrah, West Bengal.
13. President, Secondary Teachers' and Employees' Association, Beniatola Lane, Calcutta.
14. President, All Bengal Primary Teachers' Association, Mahatma Gandhi Road, Calcutta.
15. President, Prathamik Shikshak Kalyan Samiti (Batchim Bagh), 48, Gauri Bari Lane, Calcuttā.
16. General Secretary, All India Federation of Educational Associations, 20/2, Baishnabghata Bye Lane, Calcutta.
17. Shri Mihir Ray, General Secretary, Sponsored School Teachers' and Employees' Association, 35/2, B. T. Road, Calcutta.

18. General Secretary, West Bengal Higher Secondary Teachers' Forum, 60 B, Surya Sen Street, West Bengal.

II. Memoranda received from Interested Individuals

1. Shri Jnanendranath Sanyal, 3, Church Street, Serampore, District Hooghly, West Bengal.
2. Shri Amarnath Roy, District Midnapore, West Bengal.
3. Shri Prasanta Ghosh, Allahabad bank, 111 Shyama Prasad Mukherjee Road, Calcutta.
4. Shri Haripada Ray, Rajbalhat Village, Hooghly District, West Bengal.
5. Dr. Gangadhar Rakshit, Head of the Department of Economics, Mahishadal Raj College, District Midnapore, West Bengal.
6. Shri Asok Sen, Assistant Teacher, Chhoto Jagulia High School, Chhoto Jagulia Village, 24 Parganas District, West Bengal.
7. Shri Sripati Charan Bora, R. S. Bani Vidyapith, P.O. Rajnagar, District 24 Parganas, West Bengal.
8. Shri Biman Chakraborty, Headmaster, Somra Durga Charan High School, P.O. Somra, Hooghly District, West Bengal.
9. Shri Dhananjoy Kumar Nath, Headmaster, Sri Ramakrishna Mission Vidya Bhavan, Midnapore District, West Bengal.
10. Shri K. M. Mukherji, Senior Professor, Calcutta University, Calcutta.
11. Shri Jitendra Nath Munshi, Headmaster, Carey High School, 85, Dr. Suresh Sarkar Road, Calcutta.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri Nitai Ganguli, President, Sara Bangla Shikshak Samiti, Lenin Sarani, Calcutta-13.
2. Shri Benoy Bhowmik, Treasurer, All Bengal Primary Teachers' Association, 89, M. G. Road, Calcutta-7.
3. Shri Susanta Chakraborty, President, D.S.B., Howrah, West Bengal.
4. Smt. Meera Chatterjee, All Bengal Teachers' Association, Calcutta.
5. Shri Shyamapada Ghoshal, General Secretary, (W.B.) Secondary Teachers' Federation, 138, Bidhan Sarani, Calcutta-4.
6. Shri Amitava Sen, Joint Editor, Teaching Journal, All Bengal Teachers' Association, Calcutta.
7. Shri Gauri Sankar Basu, Vice-President, All Bengal Teachers' Association, Calcutta.
8. Shri Amar Banerjee, Secretary, West Bengal H. S. Council, Calcutta.
9. Magaret Pathek, President, Association of Teachers' in Anglo-Indian Schools, West Bengal.
10. Shri Sudhangsu Paul, General Secretary, Bengal Primary Teachers' Association.
11. Swadesh Ranjan Choudhury, West Bengal Headmasters' Association.
12. Shri Santosh Kumar Mukherjee, General Secretary, West Bengal Teachers' Association.
13. Shri Prabodh Das Mahapatra, General Secretary, West Bengal Higher Secondary Teachers' Forum.
14. Bina Chowdhury, President, Secondary Teachers' and Employees' Association, West Bengal.
15. Ms. Geeta Sengupta, General Secretary, Sara Bangla Shikshak-O-Shiksha Karmi Samity, Calcutta.
16. Ms. Anjali Banerjee, Member, Sara Bangla Shikshak-O-Shiksha Karmi Samity, Calcutta.
17. Shri Nirmal Biswas, General Secretary, Sara Bangla Primary Teachers' Association, Calcutta-2.
18. Shri Kali Pada Dey, General Secretary, Prathamik Shikshak Kalyan Samity, West Bengal.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Shri Anil Chandra Biswas, Director of Educational Programmes. Shiksha Sansad, 290A, Jodhpur Park, Calcutta.
2. Shri Kamal Kumar Chattopadhyay, Principal, State Institute of Education (SCERT), P.O. Banipur, District 24 Parganas, West Bengal.
3. Dr. Adhir Chakravarti, Director of Archives, Government of West Bengal, Calcutta.
4. Shri Paresh Chakrabarty, Headmaster, Hindu School, Calcutta-73.
5. Shri Sita Ram Singh, Headmaster, H.N.K.H.S, Arrah, Bhojpur.

6. Smt. Anila Debi, President, West Bengal Council of Higher Secondary Education, Calcutta.

V. Names of Education Secretary and Other Senior Officers of the Education Department of West Bengal who participated in the Commission's Discussions

1. Smt. Leena Chakraborty, Education Secretary (Secondary Education), Government of West Bengal, Calcutta.
2. Dr. Ashok Chattopadhyay, Secretary (Higher Education), Government of West Bengal, Calcutta.
3. Dr. S. Dasgupta, Director of Public Instruction, Government of West Bengal, Calcutta.
4. Shri S. Ghosh, Deputy Secretary, Education Department, Government of West Bengal.
5. Smt. Ela Dutta, Deputy Director of Primary Education (I), West Bengal, Calcutta.
6. Smt. Kana Banerjee, Deputy Director of Primary Education (Basic), West Bengal, Calcutta.
7. Dr. Amal K. Das, Deputy Director of Secondary Education (Anglo-Indian Schools), West Bengal.
8. Shri Rakhal Dasgupta, Deputy Director, Secondary Education, West Bengal, Calcutta.
9. Shri Sukumal Bhattacharya, Deputy Director, Primary Education, West Bengal, Calcutta.
10. Shri Pranab Kumar Bhattacharya, Deputy Director of Secondary Education (Social Welfare), West Bengal, Calcutta.
11. Shri Aditi Kumar Roy, Deputy Director of Secondary Education (GA), West Bengal, Calcutta.
12. Shri Pijush Kanti Guha, Deputy Director of Secondary Education, West Bengal, Calcutta.
13. Miss Leela Roy, Deputy Director of Secondary Education (Women), West Bengal, Calcutta.
14. Mrs. Reba Basu, Deputy Director of Secondary Education (Non-formal), West Bengal, Calcutta.
15. Mrs. Reena Roy, Deputy Director of Secondary Education (II), West Bengal, Calcutta.
16. Dr. B. Chakravarti, Deputy Programme Adviser (NSS), West Bengal, Calcutta.
17. Shri R. Choudhury, Deputy Secretary, Education Department, Government of West Bengal, Calcutta.
18. Shri A.N. Dutta, Assistant Secretary, Education Department, Government of West Bengal, Calcutta.
19. Smt. Bandana De, Information Officer (I& CA), Education Department, Calcutta.

A Memorandum was also received from State Government.

ANDAMAN & NICOBAR ISLANDS

Dates of Visit: February 14-17, 1984.

I. Memoranda received from Teachers' Organisations

1. General Secretary, Non-Gazetted Government Officers' Association, Andaman & Nicobar Islands, Port Blair.
2. Group 'A' Officers Association, Education Department, Andaman & Nicobar Islands, Port Blair.

II. Memoranda received from Interested Individuals

1. Shri Gurpal Singh, Government College, Port Blair.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri Gurpal Singh, President, Post Graduate Teachers' Association, Port Blair.
2. Shri D. P. Sharma, General Secretary, Post Graduate Teachers' Association, Port Blair.
3. Shri Balvir Singh, Treasurer, Post Graduate Teachers' Association, Port Blair.
4. Shri Dhanpat Ram, Ex-General Secretary, Andaman and Nicobar Islands Teachers' Association, Port Blair.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Shri N. Dass, Lecturer, State Institute of Education, Port Blair (Andaman & Nicobar Islands).
2. Shri P.C. Srivastava, Lecturer, State Institute of Education, Port Blair (Andaman & Nicobar Islands).
3. Shri K.B. Chawla, Principal, Senior Secondary School, Haddo, Port Blair.
4. Mrs. Ravinder Kaur, Principal, Teachers' Training Institute, Port Blair.

5. Shri M. Appa Rao, Supervisor, Physical Education, Port Blair.
6. Shri M. Ahmed Kujtaba, Principal, Boys Senior Secondary School, Port Blair.
7. Shri Niaz Ali, District Education Officer, Port Blair.
8. Shri Habit Ahmed, Principal, Model School, Port Blair.
9. Shri Jagdish Singh, Headmaster, Government Model School, Garacharama, Port Blair.

V. Names of Education Secretary and Other Senior Officers of the Education Department who participated in the Commission's Discussions

1. Shri R.S. Chari, Education Secretary, Andaman and Nicobar Islands Administration, Port Blair.
2. Shri S.A. Rizwi, Assistant Director of Education (Adult Education), Port Blair.
3. Shri S.P. Dubey, Assistant Director of Education (Text Books), Port Blair.

CHANDIGARH

Dates of Visit : October 7-8, 1983.

I. Memoranda received from Interested Individuals

1. Shri V.S. Mathur, Honorary Academic Adviser, Chandigarh Chapter, 428, 22A Sector, Chandigarh.

II. Eminent Educationists and Other Invitees who participated in the Commission's Discussions

1. Mrs. Gurbachan Sodhi, Coordinator, Population Education Project, Chandigarh.
2. Shri K. K. Mehta, Head, Publication Department, State Institute of Education, Chandigarh.
3. Dr. N. L. Dosanjh, former Principal, Government College of Education, Chandigarh.
4. Dr. M.L. Sharma, State Institute of Education, Chandigarh.
5. Shri Chaman Lal, College of Education, Chandigarh.
6. Mrs. Karam Singh, former Principal, Guru Nanak Public School, Chandigarh.
7. Shri Gurdev Singh, Department of Chemistry, Chandigarh.
8. Shri Kulwant Singh, Chandigarh.
9. Shri K.L. Zakir, Punjab University Resource Centre, Chandigarh.
10. Gyani Bant Singh, Member, Education Advisory Committee, Chandigarh.
11. Shri P. Kaul, BEO, Chandigarh.
12. Shri B.K. Chandu, Principal, Government Model High School, Chandigarh.
13. Shri H.K. Saini, Principal, Government Model School, Chandigarh.
14. Mrs. Bhupinder Kaur, Vice Principal, Chandigarh.
15. Shri Taranjit Singh, Teacher, Government Model High School, Chandigarh.
16. Mrs. G.I. Singh, Director, Regional Institution of English, Chandigarh.
17. Miss S. Sethi, Retired D.E.O., Chandigarh.
18. Mrs. Sudharsan Talwar, Lecturer in Botany, Chandigarh.
19. Mrs. Rajesh Minhas, lecturer in English, Chandigarh.
20. Mrs. Parkash Thandi, Principal, Government Model High School, Chandigarh.
21. Shri H. Anand, University Librarian, Chandigarh.
22. Shri A. S. Shante, Retired J. D. P. I., Chandigarh.
23. Dr. Virendra Kumar, Professor, Law College, Chandigarh.
24. Shri R.M. Kamal, Principal, Chandigarh.
25. Shri Ramesh K. Puri, Principal, Guru Nanak Public School, Chandigarh.
26. Miss S. Kapur, Principal, Government Senior Secondary School, Sector 18, Chandigarh.
27. Mrs. S. Raiki, Principal, G.N.S.S., Chandigarh.
28. Shri A.C. Sharma, Principal, Government Higher Secondary School, Sector 23, Chandigarh.

III. Names of Education Secretary and Other Senior Officers of the Union Territory who participated in the Commission's Discussions

1. Shri K. Banerji, Chief Commissioner, Chandigarh Administration, Chandigarh.
2. Shri P.D. Vashist, Finance and Education Secretary, Chandigarh Administration, Chandigarh.

A memorandum was also received from State Government.

DELHI

Date of meeting : December 19, 1983.

I. Memoranda received from Teachers' Organisations

1. Sister Mary Braganza, General Secretary, All Indian Association for Christian Higher Education, New Delhi.
2. All-India Science Teachers Association, A-55, Ashok Vihar-II, Delhi.
3. Shri Murli Dhar Sharma, President and Shri Alam Chand, Secretary of Municipal Corporation of Delhi, Retired Teachers' Union (Before 1-4-1971), W.Z. 639, Village & P.O. Palam, New Delhi.
4. Shri H.L. Sonar, General Secretary, All India Kendriya Vidyalaya Teachers' Association, S-31, H-Block, Saket, New Delhi-17.
5. Teachers of Kendriya Vidyalayas in Delhi.
6. Ramjas Schools Staff Welfare Association, New Delhi.
7. Shri S.N. Bhanot, President, Government School Teachers' Association, L-8 A, Malvia Nagar, New Delhi-7.
8. South District Government School Librarians Association, Sarojini Nagar, New Delhi.
9. Shri S.P. Vedai, President, Government School Principal Association (Regd.) Government Model Code Senior Secondary School, Ring Road, Delhi.
10. Indian National Teachers Congress, New Delhi.

II. Memoranda received from Interested Individuals

1. Shri M.M. Mital, Principal, Government Boys Senior Secondary School, Bijwasan, New Delhi-61.
2. Shri Baldev Sharma, Delhi.
3. Shri Sukhdev Malhotra, Shakur Basti, New Delhi.
4. Shri B.R. Srivastava, 42/3, Sanyat Lane, Delhi.
5. Shri O.P. Sharma, C-5/127, Janakpuri, New Delhi.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri R.M. Garg, President, Directorate of Training and Technical Staff Welfare Association, 2/41, Roop Nagar, Delhi-110 007.
2. Mrs. Manorama Jafa, Secretary-General, Association of Writers and Illustrators for Children, Nehru House, 4, Bahadur Shah Zafar Marg, New Delhi-110 002.
3. Shri Rana Partap, General Secretary, Delhi Adhyapak Parishad, Federation of 8 Associations of all School Employees, 51, Satya Niketan, New Delhi 110 021.
4. Shri C.B. Sachdeva, Secondary Wing, Delhi Adhyapak Parishad (Regd.) 51, Satya Niketan, New Delhi.
5. Shri Ram Prakash Gupta, President, Ramjas School Staff Welfare Association, New Delhi.
6. Shri R.S. Bhardwaj, President, Delhi Adhyapak Parishad, New Delhi.
7. Shri M.L. Babbar, Secretary, Government School Principal's Association, Government Model Co-educational Senior Secondary School, Ring Road, Delhi-110 054.
8. Shri K.C. Sharma, Principal, Government Boys Senior Secondary School No. 1, Gandhi Nagar, Delhi.
9. Shri L.J. Widge, Principal, Government Boys Senior Secondary School, Krishan Nagar, Delhi-110 051.
10. Shri Devi Nandan Sharma, General Secretary, Ramjas Schools Staff Welfare Association, New Delhi.
11. Shri P.R. Premi, President, Teachers' Welfare Congress, Delhi.
12. Shri M.C. Sharma, Chairman, Advisory Committee, Teachers Welfare Congress, Delhi.
13. Shri D.D. Sharma, organising Secretary, C.C.P.S., Delhi.
14. Shri S.S. Sharma, General Secretary, C.C.P.S., Delhi.
15. Shri G.P. Saksena, Member, C.C.P.S., Delhi.
16. Shri D.N. Tyagi, General Secretary, Government Aided School Teachers' Association, Delhi.
17. Shri M.M. Diwakar, President, Government Aided School Teachers' Association, Delhi.
18. Shri J. M. Bhatia, Government Aided Teachers' Association, Delhi.
19. Shri S. P. Vedi, President, Government School Principals Association, Delhi.
20. Shri Balkrishan, Principal, Government Boys Senior Secondary School, Delhi.

21. Shri S. N. Bhanot, President, Government School Teachers' Association, Government Boys Higher Secondary School, Ranjit Nagar, New Delhi.
22. Shri Bharat Bhushan, General Secretary, Government School Teachers' Association, New Delhi.
23. Shri S. N. Dixit, Vice-President, Government School Teachers' Association, New Delhi.
24. Shri C. B. Sharma, President, N.D.P.S.S., Nagar Nigam Prathamik Vidyalaya, Shaktinagar, Delhi.
25. Shri R. R. Biala, Ex-President & Member of the Executive, Government School Principals Association, Delhi.
26. Shri R. S. Vashishta, Vice-President, Government School Principals Association, Delhi.
27. Shri Ramesh Chandra Pathak, Principal, Government School No. 2, Ludlow Castle, Delhi.
28. Prof. V. N. Wanchoo, President, All India Science Teachers' Association, A-55, Ashok Vihar-II, Delhi 110 052.
29. Shri I. K. Swami, General Secretary, Government Aided School Teachers' Association, Harcourt Butler School, Mandir Marg, New Delhi.
30. Shri Shanti Swarup Kaushik, President, A.D P.T.A., 35, Feroze Shah Road, New Delhi.
31. Shri Morari Lal Sharma, C/o Delhi Adhyapak Parishad, 51, Satya Niketan, New Delhi-21.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Prof. P. C. Mukherji, Pro-Vice-Chancellor, Delhi University, Delhi.
2. Mr. Ved Vyas, Principal, Modern School, Vasant Vihar, New Delhi.
3. Mr. R. S. Lugani, Principal, Delhi Public School, Rama Krishna Puram, New Delhi.
4. Dr. (Miss) K. Bose, Dean, Faculty of Education, Delhi.
5. Prof. Bipan Chandra, Centre for Historical Studies, School of Social Sciences, Jawaharlal Nehru University, Delhi.
6. Dr. P. N. Srivastava, Vice-Chancellor, Jawaharlal Nehru University, Delhi.
7. Smt. Mina Swaminathan, B-5, Vasant Marg, Vasant Vihar, New Delhi.
8. Dr. Krishna Kumar, Central Institute of Education, Delhi University, Delhi.
9. Dr. Vijay Shankar Varma, Department of Physics, Delhi University, Delhi-7.

GOA, DAMAN & DIU

Dates of Visit : June 7-8, 1984

I. Memoranda received from Teachers' Organisations

1. Shri Neves Anthony Rebello, All Goa Secondary School Teachers' Association, Chinchinim, Salcete, Goa.
2. President & General Secretary, Government Secondary Teachers' Association, Goa, Daman & Diu.
3. All Goa Panchayat Parishad, Ramachandra Building, Mabusa, Goa.
4. Don Bosco. High School Teachers, Panjim, Goa.
5. All Goa Students Union, Boudir Santa Crus. Goa.

II. Memoranda received from Interested Individuals

1. Shri Uthas Parab, Head Master, Shidharill High School, Goa.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri Vinaya Saik, President, All Goa Panchayat Parishad, Goa.
2. Shri Kalidas B. Marathi, Member, Government Higher Secondary/Secondary Teachers' Association, Panaji, Goa.
3. Shri R. N. Naik, Member, Government Higher Secondary Teachers' Association, Goa.
4. Shri M. D. Korgaonkar, Member, Government Higher Secondary Teachers' Association, Goa.
5. Shri A. K. Naik, Member, Government Higher Secondary Teachers' Association, Goa.
6. Shri K. M. Thomson, Goa, Headmasters' Association, Goa.
7. Shri N. V. Land, Goa Headmasters' Association Goa.
8. Shri Raghun Vernakar, Secretary, Goa Headmasters' Association.
9. Shri K. A. Naik, Council Member, Government Headmasters' Association.
10. Mrs. Gupte, President, All Goa Secondary School Teachers' Organisation, Panaji.
11. Shri P.O. Chandy, All Goa Secondary School Teachers' Organisation (Aided), Panaji.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Fr. Frannlin de Sousay, Our lady of Greece High School, Buholim.
2. Shri R. S. Gramopadhye, Principal, Government Teachers' Training College, Aito-Betium.
3. Shri Fernando De Sousa, Deputy Education Officer.
4. Mrs. Sudha V. Lawande, Deputy Education Officer.
5. Shri S. Ammear, Deputy Education Officer.
6. Shri R. V. Bhat, Deputy Education Officer.

V. Name of Education Secretary and Director of Education and Other Senior Officers of the Department of Education who participated in the Commission's Discussions

1. Shri V. P. Suri, Secretary, Education Department, Goa, Daman & Diu, Panaji.
2. Smt. L. Khiangte, Director of Education, Directorate of Education, Government of Goa, Daman & Diu, Panaji.
3. Shri N. R. Dhavalikar, Assistant Director of Education, Government of Goa, Daman and Diu, Panaji.
4. Shri B. De Cruz, Director, State Institute of Education, Government of Goa, Daman & Diu, Panaji.
5. Shri V. M. Desai, Assistant Director of Education, Government of Goa, Daman & Diu, Panaji.
6. Shri M. Modassin, Deputy Director (Administration) Education Department, Government of Goa, Daman & Diu, Panaji.

A memorandum was also received from State Government.

LAKSHADWEEP

I. Memoranda received from Interested Individuals

1. Shri Kunhiraman, Non-Matric Trained Teacher, Government junior Basic School, Minicoy Islands, Union Territory of Lakshadweep.
2. Smt. P. Sardamma, Non-Matric Trained Teacher, Government Junior Basic School, Minicoy Islands, Union Territory of Lakshadweep.
3. Shri D. Preachan, Non-Matric Trained Teacher, Government Basic School. Lakshadweep.

PONDICHERRY

Dates of Visit : July 12-13, 1984.

I. Memoranda received from Teachers' Organisations

1. Shri G. George, Secretady, Pondicherry State Technical Teachers Association, Pondicherry.
2. President, Puduvai Manila Tamizharignar Kazhagam, Pondicherry.
3. General Secretary, Pondicherry State Teachers' Association, Bhartiyar Street, Karaikkal.
4. Sri Aurobindo Shikshak Samgad, Sri Aurobindo Ashram, Pondicherry.
5. The Secretary, Pondicherry State Secondary Grade Trained Graduate Teachers' Association, Karaikkal, Pondicherry State
6. President, Graduate Teachers' Association, Pondicherry.

II. Memoranda received from Interested Individuals

1. Shri S. D. Daniel, Les Ateliers Au Fils d'Indra Social Welfare Association, Rue labourdonnais, Pondicherry.
2. Shri Sivaprakasan, Retired Teacher, Pondicherry.

III. Representatives of Teachers' Organisations who participated in the Commission's Discussions

1. Shri S. Sundara Murthy, President Pondicherry State Teachers' National Organisation.
2. Shri V. Arumugam, General Secretary, Pondicherry State Teachers' National Organisation Pondicherry.
3. Shri G. Jayabalan, Treasurer, Pondicherry State Teachers' National Organisation, Pondicherry.
4. Shri Delece Etex, Secretary, Pondicherry State Teachers' National Organisation, Pondicherry.
5. Shri R. Nagasundaram, Deputy Secretary, Teachers' Association, Pondicherry.
6. Shri G. Kalivardan, President, Teachers' Association, Pondicherry.
7. Shri V. Vengadesan, Teachers' Association Pondicherry.
8. Shri A. Veerabhadra Rao, Yanam Teachers' Association, Yanam.
9. Shri N. Ganapathy, President, The Pondicherry State Technical Teachers' Association Pondicherry.

10. Shri M. Subramanian, Secretary, The Pondicherry State Technical Teachers' Association, Pondicherry.
11. Shri N. Parthasarthy, President Graduate Teachers' Association, Kirumampakkam, Pondicherry.
12. Shri P. Subramanian, President, Primary School Head Masters' Association, Pondicherry.
13. Shri C. Kuppuswamy, Joint Secretary, Government Primary School Headmasters' Association, Pondicherry.
14. Shri V. Jayadevan, Member, Government Primary School Headmasters' Association, Pondicherry.
15. Shri A. Pasupathi, Member, Government Primary School Headmasters' Association, Pondicherry.
16. Shri S. Soubramanian, Secretary, Association of Teachers Promoted as Graduate Teachers, Nehru Street, Pondicherry.
17. Shri M. Rathinavelayoutham, President, Association of Teachers Promoted as Graduate Teachers, Pondicherry.
18. Shri N. Venkatasubramanian, Association of Teachers Promoted as Graduate Teachers, Pondicherry.
19. Shri V. Balakrishnan, Vice-President, Association of Teachers Promoted as Graduate Teachers, Pondicherry.
20. Shri V. Muthukrishnan, Association of Headmasters Grade II, Pondicherry.
21. Shri V. Balasoubramanian, Treasurer, Association of Headmasters Grade II, Pondicherry.
22. Shri A. Ramachandran, President, Pondicherry State Physical Education Teachers' Association, Pondicherry.
23. Shri M. A. Fathimaraj, Secretary, Pondicherry State Physical Education Teachers' Association, Pondicherry.
24. Shri S. T. Bala, Treasurer, Pondicherry State Physical Education Teachers' Association, Pondicherry.
25. Shri N. Satyanarayana, Executive Council Member, Physical Education Teachers' Association, Pondicherry.
26. Shri P. Somasundaram, Treasurer, Government Technical Higher Secondary School Instructors' Association, Pondicherry.
27. Shri S. Antony, Member, Government Technical Higher Secondary School Instructors' Association, Pondicherry.
28. Shri R. Varadarajulu, Government Technical Higher Secondary School Technical Staff Association, Pondicherry.
29. Shri M. Shanmugam, Government Technical Higher Secondary School Technical Staff Association, Pondicherry.
30. Shri G. Dhandapani, Pondicherry State National Technical Teachers' Association, Pondicherry.
31. Shri M. Kandavelu, Pondicherry State National Technical Teachers' Association, Pondicherry.
32. Shri Pachiappan Pichot, Pondicherry State National Technical Teachers' Association, Pondicherry.
33. Shri Paul Amal Raj, Drawing Teacher, Pondicherry State National Technical Teachers' Association, Pondicherry.
34. Shri M. Subramanian, President, Physical Directors' Association, Pondicherry.
35. Shri E. Viswanathan, Physical Director, Pondicherry Physical Directors' Association, Pondicherry.
36. Shri I. Thirunavalan, President, Pondicherry State Tamizharignar Kazhagam, Pondicherry.
37. Shri P. Muthukrishnan, Secretary, Pondicherry State Technical Teachers' Association, Pondicherry.
38. Shri V. Hariharan, Secretary, Pondicherry State Post-Graduate Teachers' Association, Pondicherry.
39. Shri S. Kuberan, Treasurer, Pondicherry State Post-Graduate Teachers' Association, Pondicherry.
40. Shri S. Kuppuswamy, Joint Secretary, Pondicherry State Post-Graduate Teachers' Association, Pondicherry.
41. Shri V. K. Vijayan, Executive Member, Pondicherry State Post-Graduate Teachers' Association, Pondicherry.
42. Ms. Amala Raj, Secretary, Pondicherry State Secondary Grade Trained Graduate Teachers' Association, Karaikal.
43. Shri K. Padmanabhan, President, Government Teachers' Association, Mahe.

44. Shri P. P. Mukundan, Secretary, Government Teachers' Association, Mahe.

45. Shri A. M. Nanu, Ex-Committee Member, Government Teachers' Association, Mahe.

46. Shri P. A. Karunakaran, Ex-Committee Member, Government Teachers' Association, Mahe.

47. Shri P. V. Gopalan, President, Government Teachers' Organisation, Mahe.

48. Shri K. B. Mamootty, Joint Secretary, Government Teachers' Organisation, Mahe.

49. Shri R. Bagavananda Dass, Chairman, Pondicherry State Teachers' Federation, Karaikkal.

50. Shri V. Chandrasekaran, Vice Chairman, Pondicherry State Teachers' Federation, Karaikkal.

51. Shri G. George, Secretary, Pondicherry State Teachers' Federation, Karaikal.

52. Shri K. Jagan Mohan, Pondicherry State Selection Grade and Secondary Grade Teachers' Association, Pondicherry.

53. Shri S. Mariappan, Member, Pondicherry State Selection Grade and Secondary Grade Teachers' Association, Pondicherry.

54. Shri D. Ashok, General Secretary, Puducherry Maanila Aasiriyar Sangam, Karaikal.

55. Shri G. Rawoof Baksha, Puducherry Maanila Aasiriyar Sangam, Karaikal.

56. Shri P. K. Balasubramanian, Puducherry Maanila Aasiriyar Sangam, Karaikal.

57. Shri A. Janakiraman, Puducherry Maanila Aasiriyar Sangam, Karaikal.

58. Shri M. K. Subramanian, Puducherry Maanila Aasiriyar Sangam, Karaikal.

59. Shri M. Thandayuthapani, Pondicherry State Selection Grade and Secondary Grade Teachers' Association, Vadamaraikadu, Pondicherry.

60. Shri M. Marimuthu, President, Pulvar Kuzhu, Neravy, Karaikal.

61. Shri R. Ramamurthi Pulavar Kuzhu, Neravy, Karaikal.

62. Shri G. Vaithinathan, Pulavar Kuzhu, Neravy, Karaikal.

63. Shri S. Manikandamoorthy, Qualified Craft Teachers' Association, Karaikal.

64. Shri M. Sithanantham, Qualified Craft Teachers' Association, Pondicherry.

65. Shri V. Arumugam, Pondicherry Qualified Craft Teachers' Association, Pondicherry.

66. Shri R. Ilangovan, Post Graduate Teachers' Association, Yanam, Pondicherry.

67. Shri K. R. Srinivasagupta, Post Graduate Teachers' Association, Yanam, Pondicherry.

68. Shri V. Sudakar, Post Graduate Teachers' Association, Yanam, Pondicherry.

69. Shri A.J.A. Petrus, Post Graduate Teachers' Association, Yanam, Pondicherry.

IV. Eminent Educationists and other invitees who participated in the Commission's Discussions

1. Ms. Kumuda Satagopan, Professor of Home Science, Bharathidasan Government College for Women, Pondicherry.

2. Shri G. Natarajan, Deputy Inspector of Schools, Zone V, Villianur, Pondicherry.

3. Shri R. P. Sahu, Principal, Kendriya Vidyalaya, Pondicherry.

4. Shri R. Rajagopalan, Deputy Inspector of Schools, Aviankuppam, Pondicherry.

5. Shri S. Arokiasamy, Principal, Vivekananda Government Higher Secondary School, Villianur, Pondicherry.

6. Shri A. Venkatasubramanian, Principal, Calre College Government Higher Secondary School, Pondicherry.

7. Shri N. Sivaprakasam, Retired Principal, Pondicherry.

8. Shri K. Narayanan, Professor of Philosophy, Tagore Arts College, Pondicherry.

9. Shri A. Joshua, Retired Director of Public Instruction, Pondicherry.

10. Shri M. P. John, Editor, Nav Times Observer, Pondicherry.

11. Shri P. V. Bindu Madhava Ram, Principal, Karaikal.

12. Shri A. Pasupathi, Headmaster, Government Boys High School, Pondicherry.

13. Shri M. Sacravarthy Kichenane, Headmaster, Government Boys Primary School, Veeramamuniar, Pondicherry.

14. Shri K. Calianasundaram, Headmaster, Government Boys Primary School, Pondicherry.

15. Shri D. Sandanasamy, Headmaster, Veeramamuniar Government High School, Pondicherry.

16. Shri N. R. Venkataramanan, Principal, Thiruvalluvar Government Girls Higher Secondary School, Pondicherry.

17. Shri S. S. Daniel, Retired Headmaster, 2.

18. Ms. M. Kirubakaran, Headmistress, Subramania Barathiar Government Girls High School, Pondicherry.

19. Miss K. P. Suguna, Headmistress, Government Girls High School, Pondicherry.

20. Shri M. Saint Indri, Retired Deputy Education Officer, Pondicherry.

V. Names of Education Secretary and Other Senior Officers of the Education Department who participated in the Commission's Deliberations

1. Shri R. Rakesh Mehta, Education Secretary, Union Territory of Pondicherry, Pondicherry.
2. Shri Uddipta Ray, Director of Education, Government of Pondicherry, Pondicherry.
3. Selvi S. K. Shanthakumari, Joint Director of Education, Pondicherry.
4. Shri P. Arouldass, Deputy Director (Plan), Government of Pondicherry, Pondicherry.
5. Shri N. Muthukrishnan, Deputy Director (Adult Education), Pondicherry.
6. Mrs. C. Ganapathy, Deputy Director of Education (Women), Pondicherry.
7. Dr. S. S. Mourongnessane, Deputy Director of French Education, Pondicherry.

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APPENDIX

INSTITUTIONS, ENROLMENT AND

Sates/Union Territories	Type of Schools					Enrolment by Type of Institutions				
	Sr. Sec.	Hr. Sec.	High	Middle	Primary	Sr. Sec.	Hr. Sec.	High	Middle	Primary
1	2	3	4	5	6	7	8	9	10	11
1. Andhra Pradesh .	41	0	3,856	4,812	4,0691	2,57,629	0	15,05,441	14,10,691	40,63,713
2. Assam . .	162	1	1,981	4,326	21,801	1,98,770	583	5,11,215	5,77,760	16,57,136
3. Bihar . . .	17	0	3,226	11,289	51,250	15,729	0	11,19,951	28,79,525	44,82,220
4. Gujarat . .	1,000	0	2,250	14,000	11,200	6,25,200	0	3,84,300	42,77,000	10,00,100
5. Haryana . .	5	101	1,444	938	4,738	0	1,06,793	9,35,619	3,28,129	6,22,131
6. Himachal Pradesh	3	82	605	1,047	6,229	1,906	47,126	1,72,635	85,670	5,54,074
7. Jammu & Kashmir	121	0	732	2,058	7,475	55,686	0	2,33,167	2,74,396	2,85,054
8. Karnataka . .	276	0	2,344	12,343	22,832	2,36,339	0	5,89,514	34,97,640	15,32,349
9. Kerala . .	37	0	2,075	2,779	6,811	34,538	0	23,15,508	16,09,525	17,25,763
10. Madhya Pradesh .	0	2,369	0	10,946	59,487	0	9,20,841	0	16,28,326	45,89,732
11. Maharashtra .	775	0	5,365	15,540	3,,600	10,82,000	0	25,40,000	44,19,000	39,74,000
12. Manipur . .	0	11	279	425	2,860	0	6,600	64,190	51,760	1,72,350
13. Meghalaya . .	0	0	190	390	3,650	0	0	45,500	37,200	1,88,000
14. Nagaland . .	0	0	111	310	1,184	0	0	37,824	41,536	1,17,172
15. Orissa. . .	14	0	2,440	7,413	32,797	8,410	0	5,08,831	6,00,581	27,05,098
16. Punjab . .	15	244	2,158	1,410	12,384	17,627	2,20,362	7,54,723	1,57,814	18,60,870
17. Rajasthan . .	16	507	2,019	5,487	23,219	15,366	3,81,707	5,49,603	13,05,358	20,79,999
18. Sikkim . .	9	0	31	48	360	6,682	0	14,449	10,306	24,863
19. Tamil Nadu .	1,407	0	2,168	5,556	27,767	15,67,687	0	7,94,569	25,40,055	44,72,724
20. Tripura . .	72	0	124	300	1,707	58,103	0	52,766	86,423	2,03,948
21. Uttar Pradesh .	0	2,966	2,444	13,582	71,637	0	0	35,56,080	16,09,764	98,23,026
22. West Bengal .	1,038	0	4,091	3,178	44,326	60,40,233	0	16,67,600	4,75,855	54,68,285
23. A. & N. Islands .	14	0	11	34	175	8,373	0	5,435	11,527	15,643
24. Arunachal Pradesh	18	0	35	120	879	8,583	0	11,313	16,852	44,791
25. Chandigarh .	0	6	43	28	33	0	0	37,211	10,591	9,689
26. Dadra & Nagar Haveli . .	2	0	4	33	121	1,212	0	403	8,567	7,237
27. Delhi . . .	509	0	206	327	1,739	5,30,540	0	1,21,660	1,04,184	582,930
28. Goa, Daman & Diu	12	0	253	150	974	1,224	0	1,37,738	32,538	81,475
29. Lakshadweep .	0	0	8	4	18	352	0	4,381	2,102	4,453
30. Mizoram . .	0	0	140	315	775**	874	0	18,688	30,218	78,927
31. Pondicherry .	17	0	61	102	288	16,119	0	34,613	44,424	39,474
INDIA .	5,580	6,287	40,694	1,19,560	4,95,007	53,52,972	16,84,012	18,725,017	28,165,317	52,467,228

**Source* : Selected Educational Statistics, 1981-82, Planning and Monitoring and Statistics Division, Ministry of Education and Culture,(Department of Education) Govenrment of India, New Delhi-1982.

**Includes Pre-Primary Schools also.

Sr. Sec. Schools—for (10+2) pattern
Hr. Sec. Schools—for old pattern of (IX—XI)

XIII(i)

TEACHERS IN 1981–82*

Teachers in Schools					Percentage of Trained Teachers					Enrolment by Stages/Classes			
Sr. Sec.	Hr. Sec.	High	Middle	Primary	Sr.Sec.	Hr.Sec.	High	Middle	Primary	XI & XII	IX & X	VI—VII	I—V
12	13	14	15	16	17	18	19	20	21	22	23	24	25
8,393	0	57,144	36,229	81,158	94·1	0·0	97·6	95·1	98·9	1,579	5,67,045	9,55,381	54,66,075
5,824	32	20,454	24,636	42,538	35·3	26·6	27·8	33·3	53·9	18,046	3,92,600	7,16,960	17,60,606
637	0	36,378	83,329	1,11,184	90·0	0·0	91·0	94·0	93·0	1,236	4,72,627	13,23,533	66,86,784
22,700	0	16,100	1,20,200	23,900	93·0	0·0	99·9	98·0	97·0	1,88,800	5,00,000	11,86,500	44,11,300
0	3,781	28,129	9,601	14,823	0·0	99·2	99·5	99·9	100·0	339	1,79,935	5,05,122	13,00,274
68	2,198	6,825	5,499	15,060	95·6	98·0	97·6	99·6	99·8	192	53,984	2,18,550	5,65,748
3,269	0	12,143	13,461	10,849	74·0	0·0	77·0	80·0	74·0	21,435	70,088	1,77,300	5,68,271
7,450	0	22,140	75,380	33,506	78·0	0·0	90·0	88·0	90·0	75,971	4,25,417	10,50,683	42,88,089
1,498	0	75,083	51,384	52,325	92·7	0·0	99·0	95·0	98·0	463	8,27,704	16,25,787	32,21,686
0	36,260	0	59,924	1,23,038	0·0	82·1	0·0	82·5	82·2	2,43,011	6,77,830	16,28,326	45,89,732
33,800	0	88,000	1,22,000	1,01,400	95·0	0·0	95·0	93·0	89·0	1,21,000	9,20,000	23,60,000	84,10,000
0	350	3,238	2,502	9,900	0·0	90·0	25·0	36·0	68·0	0	24,900	53,500	2,12,900
0	0	2,030	1,880	5,760	0·0	0·0	30·0	25·0	46·0	0	27,200	40,500	2,03,000
0	0	1,734	3,037	5,633	0·0	0·0	33·0	18·0	36·0	0	19,560	53,297	1,23,665
211	0	23,009	24,066	81,369	68·6	0·0	69·1	63·2	81·2	800	3,23,000	6,28,000	28,34,000
770	8,257	32,472	9,662	47,826	100.0	100·0	100·0	100·0	100·0	969	3,01,737	6,93,834	20,07,965
662	15,501	25,635	45,948	49,560	100·0	97·9	98·5	96·2	91·9	0	4,49,238	8,28,200	30,54,685
362	0	706	547	1,242	46·1	0·0	44·8	46·6	44·3	834	2,163	8,599	44,704
58,750	0	33,280	66,221	1,13,036	98·1	0·0	99·8	100·0	100·0	2,90,438	7,13,254	19,64,086	63,81,257
2,801	0	2,412	3,205	5,065	76·2	0·0	52·3	59·5	61·5	11,606	27,650	64,933	2,96,610
0	0	1,19,070	69,935	2,46,670	0·0	0·0	94·0	92·0	97·0	0	13,52,425	30,78,114	98,65,120
27,883	0	56,204	17,586	1,63,120	61·0	0·0	60·0	59·0	60·0	2,59,763	5,23,581	1,374,194	61,72,901
422	0	251	625	714	97·6	0·0	91·2	93·9	93·6	1,244	3,131	8,542	27,607
373	0	482	813	1,513	52·5	0·0	58·1	43·9	47·1	1,626	3,553	10,024	65,536
0	0	1,639	350	478	0·0	0·0	100·0	100·0	100·0	0	3,642	4,540	4,871
60	0	21	255	162	95·0	0·0	95·0	97·0	92·0	232	718	2,162	14,307
22,113	0	4,900	4,100	16,670	97·0	0·0	99·0	98·0	100·0	93,950	1,70,000	3,54,000	6,85,600
152	0	4,818	1,199	2,963	78·0	0·0	77·0	91·0	90·0	7,702	48,102	71,250	1,33,623
18	0	243	68	144	100·0	0·0	96·6	95·6	97·9	0	996	2,668	7,272
45	0	860	1,790	2,403	30·0	0·0	25·0	36·2	57·9	0	18,688	30,218	78,927
507	0	1,246	1,340	1,422	100·0	0·0	100·0	100·0	100·0	4,016	14,350	36,675	79,155
1,98,778	66,409	6,76,537	8,46,772	13,65,431	87·9	89·5	88·8	89·2	87·1	13,45,252	91,14,918	2,10,55,478	7,35,63,270

APPENDIX

STATEWISE PERCENTAGE OF TRAINED TEACHERS AT DEFFERENT

Sl. No.	States/Union Territories	Primary Stage				Middle Stage			
		Number of Teachers			Percentage of Trained Teachers	Number of Teachers			Percentage of trained Teachers
		Men	Women	Total		Men	Women	Total	
1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	60,335	21,387	81,722	98·9	25,642	11,008	36,650	97·7
2	Assam	39,140	10,400	49,540	55·1	21,652	3,874	25,526	34·2
3	Bihar	95,067	16,782	1,11,849	93·3	73,067	14,461	87,528	94·2
4	Gujarat	15,900	8,100	24,000	99·0	67,800	45,200	1,13,000	99·0
5	Haryana	9,595	4,384	13,979	99·9	6,125	3,264	9,389	99·4
6	Himachal Pradesh	10,470	4,798	15,268	97·7	4,572	965	5,537	98·7
7	Jammu & Kashmir	6 704	4,374	11,078	74·0	9,890	4,849	14,739	75·0
8	Karnataka	26,944	8,154	35,098	88·6	48,259	26,912	75,171	83·4
9	Kerala	22,356	28,326	50,682	98·0	22,742	27,277	50,019	96·0
10	Madhya Pradesh	1,04,554	23,624	1,28,178	79·5	47,737	13,851	61,588	81·6
11	Maharashtra	67,200	37,800	1,05,000	90·0	84,000	38,000	1,22,000	94·0
12	Manipur	8,714	981	9,695	71·5	2,313	333	2,646	40·0
13	Meghalaya	3,978	2,285	6,263	40·0	1,353	697	2,050	26·0
14	Nagaland.	4,180	1,555	5,735	43·0	2,340	432	2,772	29·0
15	Orissa	73,999	7,870	81,860	81·2	21,631	2,435	24,066	63·2
16	Punjab	22,438	25,375	47,813	99·5	5,652	4,127	9,779	98·9
17	Rajasthan@	39,029	12,003	51,032	90·9	37,301	10,544	47,845	95·2
18	Sikkim	1,126	384	1,510	44·3	474	158	632	41·6
19	Tamil Nadu	70,787	43,926	1,14,713	100.0	34,358	31,941	66,299	100·0
20	Tripura	4,258	1,188	5,446	53·4	2,240	743	2,983	58·9
21	Uttar Pradesh**	2,04,162	43,516	2,47,678	97·0	52,808	17,351	70,159	95·0
22	West Bengal	1,30,489	33,442	1,63,931	62·0	10,981	3,871	14,852	61·0
23	A & N Islands	471	268	739	90·7	328	309	637	95·6
24	Arunachal Pradesh	1,325	182	1,507	49·9	707	133	840	42·5
25	Chandigarh	77	401	478	100·0	52	299	351	100·0
26	Dadra & Nagar Haveli	114	48	162	92·0	140	126	266	97·0
27	Delhi	7,410	9,570	16,980	100·0	2,042	2,410	4,452	98·0
28	Goa, Daman & Diu	1,324	1,588	2,912	91·0	595	624	1,219	91·0
29	Lakshadweep	107	38	145	93·0	38	36	74	99·0
30	Mizoram	1,720	1,036	2,756	58·0	1,522	286	1,808	38·0
31	Pondicherry	1,021	577	1,598	100·0	887	625	1,512	100·0
	ALL INDIA	10,34,994	3,54,362	13,89,356	86·9	5,89,248	2,67,141	8,56,389	89·5

@Includes data of Pre-Primary Schools also.

**Source* : Selected Educational Statistics, 1982-83, Ministry of Education.

**Date in fuded in High School Stage.

XIII(ii)

STAGES AS ON SEPTEMBER 30, 1982*

High School Stage				Higher Secondary School (Old Scheme)				Higher Secondary School (10+2 New Pattern)			
Number of Teachers			Percentage of Trained Teachers	Number of Teachers			Percentage of Trained Teachers	Number of Teachers			Percentage of Trained Teachers
Men	Women	Total		Men	Women	Total		Men	Women	Total	
11	12	13	14	15	16	17	18	19	20	21	22
44,319	15,197	59,516	98·6	0	0	0	0·0	5,762	3,006	8,768	92.0
17,918	3,521	21,439	32·1	28	4	32	26·5	5,010	879	5,889	35·5
34,108	4,047	38,155	92·6	0	0	0	0·0	527	263	790	92·9
14,000	2,700	16,700	99·0	0	0	0	0·0	22,500	6,400	28,900	94·0
21,834	10,318	32,152	99·5	2,271	1,361	3,632	99·1	160	305	465	99·4
5,368	1,656	7,024	98·2	1,248	606	1,854	97·3	87	44	131	96·9
8,221	3,975	12,196	75·0	0	0	0	0·0	2,572	1,099	3,671	76·0
18,726	5,846	24,572	85·0	0	0	0	0·0	7,107	1,406	8,513	89·0
36,582	44,340	80,922	99·0	0	0	0	0·0	792	934	1,726	93·0
0	0	0	0·0	29,110	8,553	37,663	83·0	0	0	0	0·0
65,500	26,500	92,000	96·0	0	0	0	0·0	25,900	11,000	36,900	96·0
2,917	403	3,320	27·0	290	60	350	92·0	0	0	0	0·0
1,156	948	2,104	30·0	0	0	0	0·0	0	0	0	0·0
1,237	497	1,734	33·0	0	0	0	0·0	0	0	0	0·0
21,188	3,408	24,596	69·1	0	0	0	0·0	111	100	211	68·6
20,144	13,684	33,828	99·0	4,758	3,665	8,423	99·6	324	46	784	99·2
20,761	4,198	22,959	97·5	13,660	3,750	17,410	96·1	0	0	0	0·0
488	287	775	44·1	0	0	0	0·0	257	182	439	41·5
21,972	12,869	34,841	99·0	0	0	0	0·0	37,764	22,753	60,517	98·0
1,806	639	2,445	55·3	0	0	0	0·0	2,091	887	2,978	76·6
96,589	22,574	1,19,163	94·0	0	0	0	0·0	0	0	0	0·0
43,531	16,408	59,939	65·0	0	0	0	0·0	20,873	5,783	26,656	64·5
162	131	293	92·2	0	0	0	0·0	381	201	582	98·5
537	101	638	54·2	0	0	0	0·0	427	60	487	58·5
401	924	1,325	100·0	475	240	715	100·0	0	0	0	0·0
27	3	30	95·0	0	0	0	0.0	50	11	61	96·0
2,400	2,500	4,900	99·0	0	0	0	0·0	11,993	14,683	26,676	97·0
2,453	2,555	5,008	77·0	0	0	0	0·0	141	71	212	78.0
187	46	233	95·0	0	0	0	0·0	14	2	16	100·0
875	130	1,005	26·5	0	0	0	0·0	0	0	0	0.0
856	468	1,324	100·0	0	0	0	0·0	381	147	528	100·0
5,06,263	2,00,873	7,07,136	89·3	51,840	18,239	70,079	89·6	1,45,224	70,676	2,15,900	89·6

APPENDIX-XIII(iii)

NUMBER OF TEACHERS BY QUALIFICATION—ALL INDIA (1978–79)*

Sl. No.	Stage	Middle Pass and Below	Matric/ Higher Sec/. Inter/PUC/ JC	Graduate	Post Graduate	Language Teachers	Other Teachers	Total
1	2	3	4	5	6	7	8	9
1	Primary	4,19,683 (26.24)	10,42,625 (65.20)	1,02,894 (6.43)	21,210 (1.33)	5,308 (0.33)	7,462 (0.47)	15,99,182 (100.0)
2	Middle	52,705 (7.08)	4,10,135 (55.05)	1,82,257 (24.47)	45,731 (6.14)	25,852 (3.47)	28,238 (3.79)	7,44,918 (100.0)
3	Secondary	1,265 (0.27)	45,751 (9.77)	2,65,718 (58.03)	81,326 (17.76)	33,837 (7.39)	31,027 (6.78)	4,57,924 (100.0)
4	Higher Secondary . . .	166 (0.12)	8,935 (6.86)	38,349 (27.73)	80,748 (58.38)	4,315 (3.12)	5,800 (4.19)	1,38,313 (100.0)

**Source* : Fourth All India Educational Survey—National Council of Educational Research and Training, 1978-79.

APPENDIX

STATEWISE TEACHERS IN SCHOOLS UNDER VARIOUS

Sl. No.	States/Union Territories	Primary Schools				
		@G	LB	PA	PUA	Total
1	2	3	4	5	6	7
1.	AndhraPradesh	3,086	67,491	6,908	1,317	78,802
2.	Assam	46,240	60	11	597	46,908
3.	Bihar	1,07,272	0	1,215	175	1,08,662
4.	Gujarat	103	23,599	1,171	1,911	26,784
5.	Haryana	16,503	36	330	120	16,989
6.	Himachal Pradesh	8,389	16	58	55	8,518
7.	Jammu & Kashmir	8,573	0	79	277	8,929
8.	Karnataka	31,861	16	2,108	837	34,822
9.	Kerala	19,025	445	27,007	412	46,889
10.	Madhya Pradesh	80,350	23,369	4,175	3,314	1,11,208
11.	Maharashtra	386	75,760	10,408	6,509	93,063
12.	Manipur	7,338	0	3	3,231	10,572
13.	Meghalaya	23	3,879	984	771	5,657
14.	Nagaland	3,921	0	92	31	4,044
15.	Orissa	4,323	60,593	3,217	218	68,351
16.	Punjab	46,100	73	563	614	47,250
17.	Rajasthan	10,226	29,081	2,172	2,361	43,840
18.	Sikkim	835	4	134	12	985
19.	Tamil Nadu	7,065	76,208	28,698	31	1,12,002
20.	Tripura	4,387	0	342	0	4,729
21.	Uttar Pradesh	470	2,20,473	4,373	13,209	2,38,525
22.	West Bengal	5,342	122,635	13,538	99	1,46,614
23.	A & N Islands	603	0	0	3	606
24.	Arunachal Pradesh	1,060	0	32	0	1,092
25.	Chandigarh	228	0	0	65	293
26.	Dadra & Nagar Haveli	146	0	11	0	157
27.	Delhi	0	14,691	566	411	15,668
28.	Goa, Daman & Diu	2,383	0	13	117	2,513
29.	Lakshadweep	115	0	0	0	115
30.	Mizoram	1,572	205	76	6	1,859
31.	Pondicherry	1,011	0	25	17	1,053
	ALL INDIA	4,18,936	7,18,634	1,13,309	36,620	12,87,499

Source : *Fourth All India Educational Survey, National Council of Educational Research and Training, 1982.
@G—Government, LB—Local Body, PA—Private Aided, PUA—Private Unaided.

XIII (iv)

MANAGEMENT AS ON SEPTEMBER 30, 1978*

Middle Schools					Secondary & Hr. Secondary Schools				
G	LB	PA	PUA	Total	G	LB	PA	PUA	Total
8	9	10	11	12	13	14	15	16	17
3,029	25,174	4,149	2,335	34,687	14,030	35,576	10,732	4,236	64,574
18,728	0	1,622	344	20,694	18,349	0	4,142	609	23,100
71,065	0	3,220	806	75,091	2,347	0	30,741	582	33,670
377	84,547	3,052	5,001	92,977	1,894	2,684	32,381	567	37,526
8,831	0	217	113	9,161	23,447	0	3,589	552	27,588
8,062	23	160	45	8,290	9,844	29	350	384	10,607
10,653	0	385	379	11,417	11,024	0	1,688	428	13,140
60,239	236	8,724	3,337	72,536	10,166	723	17,331	1,841	30,061
20,910	323	37,010	326	58,569	25,943	534	40,983	1,574	69,034
44,000	5,598	2,656	3,332	55,586	23,403	890	5,840	1,558	31,691
1,037	1,21,286	5,161	1,494	1,28,978	1,291	15,406	83,326	4,730	1,04,753
549	0	438	1,169	2,156	2,354	0	0	746	3,100
261	0	1,412	30	1,703	237	0	1,739	20	1,996
2,268	0	494	81	2,843	900	0	563	6	1,469
3,028	202	24,085	140	27,455	8,287	621	13,976	1,140	24,024
8,997	0	532	514	10,043	26,976	45	7,647	1,115	35,783
38,657	33	2,076	1,098	41,864	30,676	0	4,383	685	35,744
456	0	0	9	465	587	0	63	0	650
3,552	34,363	29,059	25	66,999	40,829	4,534	28,413	1,871	75,647
3,007	0	106	0	3,113	2,547	0	770	0	3,317
2,161	32,730	10,217	19,603	64,711	12,669	2,952	87,292	4,540	1,07,453
52	17	15,579	135	15,783	1,833	194	67,900	983	70,910
597	0	0	0	597	482	0	30	27	539
650	0	18	0	668	515	0	49	0	564
199	0	0	132	331	1,170	0	111	484	1,765
166	0	17	8	191	69	0	0	0	69
2,867	260	333	469	3,929	13,912	184	5,372	3,333	22,801
991	0	30	58	1,079	285	0	3,685	21	3,991
84	0	0	0	84	212	0	0	0	212
468	0	932	36	1,436	147	0	610	12	769
985	0	98	40	1,123	1,354	0	167	211	1,732
3,16,926	3,04,792	1,51,782	41,059	8,14,559	2,87,779	64,372	4,53,873	32,255	8,38,279

APPENDIX XIII (v)

ALL INDIA ESTIMATES OF NET ADDITIONAL REQUIREMENT OF TEACHERS FOR THE PERIOD 1970-71 TO 1982-83 TOGETHER WITH AN EXCERCISE IN CURVE FITTING

PRIMARY

Year	No. of Teachers	Additional Requirements	2%Addiition (2% of Col.2)	Net Additional Requirements of Teachers
1	2	3	4	5
1970-71	10,59,950	0	0	0
1971-72	10,97,995	38,045	21,199	59,244
1972-73	11,50,805	52,810	21,960	74,770
1973-74	11,68,363	17,558	23,016	40,574
1974-75	12,31,622	63,259	23,367	86,626
1975-76	12,47,553	15,931	24,632	40,563
1976-77	12,68,578	11,025	24,951	35,976
1977-78	12,67,193	8,615	25,172	33,787
1978-79	12,96,639	29,446	25,344	54,790
1979-80	13,28,700	3,2061	25,933	57,994
1980-81	13,45,376	16,676	26,574	43,250
1981-82	13,65,431	20,055	26,908	46,963
1982-83	13,89,356	23,925	27,309	51,234

MIDDLE

1	2	3	4	5
1970-71	6,37,569	0	0	0
1971-72	6,65,597	28,028	12,751	40,779
1972-73	6,92,263	26,666	13,312	39,978
1973-74	7,04,573	12,310	13,845	26,155
1974-75	7,58,210	53,637	14,091	67,728
1975-76	7,77,928	19,718	15,164	34,882
1976-77	7,93,395	15,467	15,559	31,026
1977-78	8,06,233	12,838	15,868	28,706
1978-79	8,25,146	18,913	16,125	35,038
1979-80	8,35,608	10,462	16,503	26,965
1980-81	8,30,649	4,959	16,712	11,753
1981-82	8,46,772	16,123	16,613	32,736
1982-83	8,56,389	9,617	16,935	26,552

(1) ***Source*** : Statistical Division, Ministry of Education, Government of India.

(2) Additional requirements for a five year=number of teachers in that year - number of teachers in the previous year.

SECONDARY

1	2	3	4	5
1970-71	6,29,200	0	0	0
1971-72	6,57,946	28,746	12,584	41,330
1972-73	6,84,865	26,919	13,159	40,078
1973-74	6,48,049	36,816	13,697	23,119
1974-75	7,39,641	91,592	12,961	1,04,553
1975-76	7,58,561	18,920	14,793	33,713
1976-77	7,74,060	15,499	15,171	30,670
1977-78	7,98,110	24,050	15,481	39,531
1978-79	8,18,507	20,397	15,962	36,359
1979-80	8,69,842	51,335	16,370	67,705
1980-81	9,01,329	31,487	17,397	48,884
1981-82	9,41,824	40,495	18,027	58,522
1982-83	9,93,115	51,291	18,836	70,127

Curse fitting by Least Square Method to the. All India net teacher requirements for primary and Middle (P+M), Secondary(s) and all Categories (P+M+S) of teachers for 11 years (1971 72 to 1982-83)

The linear regression equation fitted is $Y=a+bx$ of which the normal equations are :

$$\Sigma Y = na + b\Sigma x$$

where 'n' is number of observations (years),

$$\Sigma xy = a\Sigma x + b\Sigma x^2$$

x(year) & 'Y' (Number of teachers) are the independent and dependent variables respectively and 'a' and 'b' are two constants here.

All India data concenrning the net additional requirements for the relevant categories are summarised below:

Year	P+M	S	P+M+S
1	2	3	4
1970-71			
1971-72	1,00,023	41,330	1,41,353
1972-73	1,14,748	40,078	1,54,826
1973-74	66,729	23,119	43,611
1974-75	15,355	1,04,553	2,58,908
1975-76	75,445	33,713	1,09,158
1976-77	67,002	30,670	97,672
1977-78	62,492	39,531	1,02,024
1978-79	89,828	36,359	1,26,187
1979-80	84,959	67,705	1,52,664
1980-81	55,003	48,884	1,03,887
1981-82	79,699	58,522	1,38,220
1982-83	77,786	70,127	1,47,914

The three curve-fitting equations of the three straight lines work out as follows :

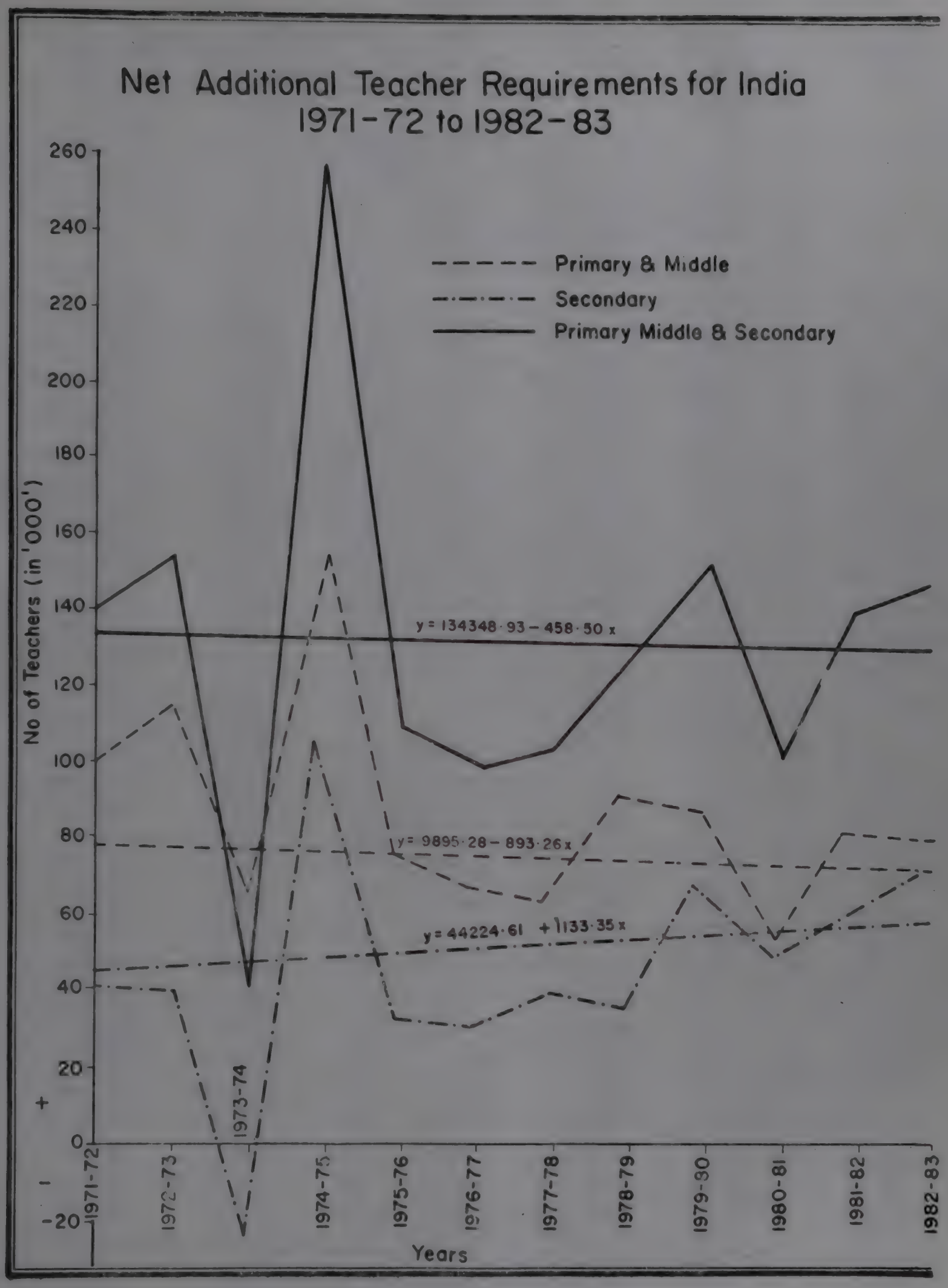
1. P+M : $n=12$, $\Sigma x=78$, $\Sigma y=889069$, $\Sigma x^2=650$
   $\Sigma xy=5651213$
   $y=79895.28-893.26x$
2. Secondary : $n=11$, $\Sigma x=75$, $\Sigma y=571472$, $\Sigma x^2=641$
   $\Sigma xy=4043323$
   $y=44224.61+1133.35x$
3. P+M+S : $n=12$, $\Sigma x=78$, $\Sigma y=157642$, $\Sigma x^2=650$
   $\Sigma xy=10181190$
   $y=134348.93-458.50$

Using three equations to project the net additional requirements of teachers for the 12 Years of the data, on gets the following estimates :

Year	P+M Y=79895.28 -893.26x	Secondary Y=44224.61+1133.35x	P+M+S Y=134348.93-458.50x
1	2	3	4
1971-72	79,002	45,358	1,33,890
1972-73	78,109	46,491	1,33,432
1973-74	77,216	47,624	1,32,973
1974-75	76,322	48,758	1,32,514
1975-76	75,429	49,891	1,32,056
1976-77	74,535	51,025	1,31,598
1977-78	73,642	52,158	1,31,140
1978-79	72,749	53,291	1,30,681
1979-80	71,855	54,425	1,30,222
1980-81	70,963	55,558	1,29,764
1981-82	70,069	56,691	1,29,305
1982-83	69,176	57,825	1,28,847

A comparison of the projections with the real estimates of net additional requirements of the teachers given in the previous table gives an idea of the reliability or closeness with which the three straight lines fitted into the data of the study could be used as predictive tools.

A graphic representation of the data of this analysis is shown at the next page.


Net Additional Teacher Requirements for India
1971-72 to 1982-83
Primary & Middle
Secondary
Primary Middle & Secondary
y = 134348·93 – 458·50 x
y = 9895·28 – 893·26x
y = 44224·61 + 1133·35 x
No of Teachers (in '000')
260
240
220
200
180
160
140
120
100
80
60
40
20
0
+
-
-20
1973-74
1971-72
1972-73
1974-75
1975-76
1976-77
1977-78
1978-79
1979-80
1980-81
1981-82
1982-83
Years

APPENDIX XIII (vi)

STATEWISE AND ALL INDIA STATISTICS SHOWING PROPORTION OF WOMEN TEACHERS AT PRIMARY, MIDDLE AND SECONDARY EDUCATION (1970–71 & 1980–81)*

Sl. No.	States/Union Territories	1970-71 Primary	1970-71 Middle	1970-71 Secondary/ Higher/Secondary/10+2 Pattern	1980-81 Primary	1980-81 Middle	1980-81 Secondary/ Higher/Secondary/10+2 Pattern
	1	2	3	4	5	6	7
1.	Andhra Pradesh	21.60	25.10	20.10	26.60	29.60	25.20
2.	Assam	16.50	11.60	13.00	20.10	14.80	15.20
3.	Bihar	11.00	11.60	7.40	15.30	16.30	10.10
4.	Gujarat	30.40	34.60	19.70	33.70	40.90	19.90
5.	Haryana	26.30	28.20	26.20	30.40	32.70	31.00
6.	Himachal Pradesh	26.00	24.10	29.60	33.00	15.80	27.40
7.	Jammu & Kashmir	31.50	22.50	25.30	39.20	33.60	32.70
8.	Karnataka	16.60	24.00	21.60	19.60	32.70	21.10
9.	Kerala	50.00	47.70	45.30	53.60	52.10	54.10
10.	Madhya Pradesh	16.10	16.50	18.90	18.30	20.80	22.20
11.	Maharashtra	27.40	27.00	26.70	33.70	29.40	28.30
12.	Manipur	7.80	6.80	9.90	11.90	14.10	17.60
13.	Meghalaya	25.10	27.20	33.80	36.70	33.10	44.00
14.	Nagaland	22.00	13.90	19.70	26.10	19.80	28.10
15.	Orissa	4.90	3.40	13.00	10.00**	10.00**	10.00**
16.	Punjab	41.40	41.70	39.30	52.70	41.80	39.50
17.	Rajasthan	16.90	16.00	14.90	21.80	20.80	18.50
18.	Sikkim	@	@	@	22.70	24.80	41.20
19.	Tamil Nadu	35.70	44.70	29.40	38.30	47.30	35.40
20.	Tripura	27.50	23.60	21.70	24.90	24.90	27.00
21.	Uttar Pradesh	16.00	20.90	18.60	17.80	24.40	17.90
22.	West Bengal	14.20	23.80	22.60	19.90	23.10	24.80
23.	A & N Islands	27.10	44.70	26.50	32.50	44.60	36.10
24.	Arunachal Pradesh	5.50	6.90	8.30	12.60	12.70	13.00
25.	Chandigarh	95.80	92.50	69.10	85.10	86.30	73.60
26.	Dadra & Nagar Haveli	33.10	41.40	10.20	25.80	48.90	13.40
27.	Delhi	51.60	51.20	45.00	55.50**	54.30**	53.60**
28.	Goa, Daman & Diu	45.30	46.50	44.00	48.70	44.10	48.40
29.	Lakshadweep	33.00	34.30	15.50	29.20	38.00	22.70
30.	Mizoram	@	@	@	37.80	14.50	13.10
31.	Pondicherry	27.00	39.40	36.50	32.40	32.90	30.90
	ALL INDIA	21.20	27.40	24.70	25.20	29.80	27.70

@Figures not available for 1970-71 Year.

*Source : Education in India, Ministry of Education.

**Figures relate to the year 1979-80

APPENDIX XIII (vii)

STATEWISE PERCENTAGE OF TEACHERS BELONGING TO SCHEDULED CASTES AND SCHEDULED TRIBES 1978–79*

Sl. No.	States/Union Territories	Primary Statge					Middle Stage				
		Total Teachers	No. of S.C.	%	No. of S.T.	%	Total Teachers	No. of S.C.	%	No. of S.T.	%
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	78,802	8,871	11·26	822	1·04	34,687	2,549	7·35	154	·44
2.	Assam	46,908	2,558	5·45	5,529	11·79	20,694	959	4·63	1,570	7·59
3.	Bihar	1,08,662	8,949	8·24	8,495	7·82	75,091	2,987	3·98	4,457	5·94
4	Gujarat	26,784	2,907	10·85	3,401	12·70	92,977	7,323	7·88	6,284	6·76
5.	Haryana	16,989	932	5·48	0	0	9,161	392	4·28	0	0
6.	Himachal Pradesh	8,518	871	10·23	390	4·58	8,290	764	9·22	199	2·40
7.	Jammu & Kashmir	8,929	267	2·99	0	0·00	11,417	257	2·25	0	·00
8.	Karnataka	34,822	3,130	8·99	419	1·20	72,536	5,109	7·04	411	57·00
9.	Kerala	46,889	2,012	4·29	87	·19	58,569	2,045	3·49	76	·13
10.	Madhya Pradesh	1,11,208	10,604	9·54	10,840	9·75	55,586	3,352	6·03	2,350	4·23
11.	Maharashtra	93,063	9,412	10·11	4,689	5·04	1,28,978	14,311	11·10	3,469	3·46
12.	Manipur	10,572	118	1·12	4,643	43·92	2,156	10	·46	709	32·88
13.	Meghalaya	5,657	45	·80	5,397	95·40	1,703	32	1·88	1,475	86·61
14.	Nagaland	4,044	0	0·00	3,970	98·17	2,843	0	0·00	2,289	80·51
15.	Orissa	68,351	4,572	6·69	6,251	9·15	27,455	897	3·27	1,355	4·94
16.	Punjab	47,250	4,218	8·93	0	0·00	10,043	621	6·18	0	0·00
17.	Rajasthan	83,840	2,210	5·04	1.091	2·49	41,864	2,351	5·62	950	2·27
18.	Sikkim	985	25	2·54	259	26·29	465	18	3·87	92	19·78
19.	Tamil Nadu	7,12,002	16,611	14·83	145	·13	66,999	7,892	11·78	53	·08
20.	Tripura	4,729	350	7·40	607	12·84	3,113	166	5·33	183	5·88
21.	Uttar Pradesh	2,38,525	25,443	10·67	283	·12	64,711	3,511	5·43	53	·08
22.	West Bengal	1,46,614	10,587	7·22	2,583	1·76	15,783	965	6·11	78	0·49
23.	A & N Islands	606	8	1·32	18	2·97	597		·17	15	2·51
24.	Arunachal Pradesh	1,092	15	1·37	186	17·03	668	13	1·95	65	9·73
25.	Chandigarh	293	20	6·83	2	·68	331	16	4·83	0	0·00
26.	Dadra & Nagar Havel.	157	5	3·18	71	45·22	191	4	2·09	52	27·23
27.	Delhi	15,668	1,037	6·62	4	·03	3,929	94	2·39	3	·09
28.	Goa, Daman & Diu	2,513	42	1·67	2	·08	1,079	10	·93	1	·09
29.	Lakshadweep	115	0	0·00	60	52·17	84	0	0·00	50	59·52
30.	Mizoram	1,859	1	·05	1,842	99·09	1,436	1	·07	375	95·75
31.	Pondicherry	1,053	88	8·36	0	0·00	1,123	80	7·12	0	0·00
	ALL INDIA	12,87,499	1,15,908	9·00	62,086	4·82	8,14,559	56,730	6·96	28,768	3·53

*Source : Fourth All India Educational Survey, National Council of Educational Research and Training, 1982 Edition.

APPENDIX XIII (vii)

SATEWISE PERCENTAGE OF TEACHERS BELONGING TO SCHEDULED CASTES AND SCHEDULED TRIBES 1978–79*

Sl. No.	States/Union Territories	Secondary Schools					Higher Secondary Schools				
		Total Teachers	No. of S.C.	%	No. of S.T.	%	Total Teachers	No. of S.C.	%	No. of S.T.	%
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	54,853	2,424	4·42	97	·18	9,721	355	3·65	37	·38
2.	Assam	18,792	549	2·92	991	5·27	4,308	146	3·39	144	3·34
3.	Bihar	33,590	382	1·14	1,201	3·58	80	1	1·25	12	15·00
4.	Gujarat	17,374	603	3·47	641	3·61	20,152	715	3·55	378	11·88
5.	Haryana	23,826	490	2·06	0	0·00	3,762	33	·88	0	0·00
6.	Himachal Pradesh	7,954	473	5·95	154	1·94	2,653	90	3·39	29	1·09
7.	Jammu & Kashmir	10,440	160	1·53	0	0.00	2,700	34	1·26	0	0·00
8.	Karnataka	22,322	453	2·03	166	·74	7,739	234	3·02	50	·65
9.	Kerala	68,727	1,550	2·26	89	·13	307	5	1·63	0·00	0·00
10.	Madhya Pradesh	0	0	0·00	0	0·00	31,691	748	2·36	592	1·87
11.	Maharashtra	81,981	4,734	5·77	1,359	1·66	22,772	829	3·64	300	1·32
12.	Manipur	2,688	10	·37	519	19·31	412	8	1·94	27	6·55
13.	Meghalaya	1,996	79	3·96	1,201	60·17	0	0	0·00	0	0·00
14.	Nagaland	1,363	0	0·00	769	56·42	106	0	0·00	36	33·96
15.	Orissa	23,723	240	1·01	427	1·80	301	3	1·00	0	0·00
16.	Punjab	27,045	1,358	5·02	0	0·00	8,738	203	2·32	0	0·00
17.	Rajasthan	21,233	723	3·41	260	1·22	14,511	250	1·72	74	·51
18.	Sikkim	349	8	2·29	75	21·49	301	12	3·99	83	27·57
19.	Tamil Nadu	38,313	2,637	6·88	18	·05	37,334	1,808	4·84	16	·04
20.	Tripura	1,579	79	5·00	71	4·50	1,738	30	1·73	16	·98
21.	Uttar Pradesh	28,564	960	3·36	52	·18	78,889	1,339	1·70	54	·07
22.	West Bengal	50,689	1,829	3·61	218	0·43	20,221	559	2·76	63	·31
23.	A & N Islands	227	2	·88	0	0·00	312	0	0.00	0	0·00
24.	Arunachal Pradesh	384	2	·52	30	9·81	180	2	1·11	11	6·11
25.	Chandigarh	1,344	35	2·60	0	0·00	421	10	2·38	0	0·00
26.	Dadra & Nagar Haveli	34	1	2·94	5	14·71	35	0	0·00	4	11·43
27.	Delhi	4,480	102	2·28	4	·09	18,321	280	1·53	13	·07
28.	Goa, Daman & Diu	3,913	13	·33	3	·08	78	2	2·56	0	0·00
29.	Lakshadweep	198	0	0·00	85	42·93	14	0	0·00	5	35·71
30.	Mizoram	769	7	·91	695	90·38	0	0	0·00	0	0.00
31.	Pondicherry	1,347	47	3·49	0	0·00	385	23	5·97	0	0·00
	ALL INDIA	5,50,097	19,950	3·63	9,130	1·66	2,88,182	7,719	2·68	1,944	0·67

APPENDIX XIII (viii)

PROPORTION BY STAGES OF TEACHERS IN RURAL SCHOOLS (1978–79)*

Sl. No.	States/Union Territories	Primary			Middle			Secondary			Higher Secondary		
		Total	No. of Teachers in Rural Schools	Percentage	Total	No. of Teachers in Rural Schools	Percentage	Total	No. of Teachers in Rural Schools	Percentage	Total	No. of Teachers in Rural Schools	Percentage
1		2	3	4	5	6	7	8	9	10	11	12	13
1.	Andhra Pradesh	98,136	75,143	76·6	35,072	21,972	62·7	39,958	23,371	58·5	4,897	1,479	30·2
2.	Assam	49,218	44,915	91·3	22,570	20,442	93·3	17,384	12,119	69·5	1,530	601	39·3
3.	Bihar	1,37,605	1,26,817	92·9	48,581	39,210	80·7	3,221	22,690	72·8	16	2	12·5
4.	Gujarat	63,145	43,401	68·8	57,892	40,626	70·1	26,356	12,533	47·3	9,894	3,102	31·4
5.	Haryana	30,168	24,667	81·8	13,633	9,927	72·9	9,266	5,955	64·3	671	164	24·3
6.	Himachal Pradesh	14,334	13,175	92·3	8,866	7,877	89·3	3,664	2,863	78·1	551	337	61·2
7.	Jammu & Kashmir	16,768	12,734	75·6	10,176	7,003	68·8	5,279	3,271	62·3	1,263	296	23·4
8.	Karnataka	66,492	46,935	70·5	42,415	24,965	59·0	24,389	10,839	44·3	4,123	805	19·5
9.	Kerala	62,114	53,476	86·2	58,547	49,517	84·6	53,580	41,025	76·5	251	174	69·3
10.	Madhya Pradesh	1,22,823	93,983	76·5	50,151	32,928	65·7	0.0	0	0·0	25,511	10,593	41·5
11.	Maharashtra	1,56,799	1,03,140	65·8	97,010	63,375	65·4	65,653	28,733	43·7	7,332	1,915	26·1
12.	Manipur	11,658	10,432	88·9	2,396	1,813	75·4	1,616	1,123	69·1	158	57	36·1
13.	Meghalaya	6,136	5,533	90·1	1,945	1,501	77·2	1,275	660	51·6	0.0	0	0·0
14.	Nagaland	4,665	4,483	96·1	2,490	2,246	90·3	1,095	778	71·1	106	54	50·9
15.	Orissa	76,419	68,932	92·2	22,254	19,302	86·5	21,009	15,656	74·8	148	36	24·3
16.	Punjab	49,723	39,905	80·3	25,013	18,254	73·2	16,010	10,512	65·6	2,330	415	17·8
17.	Rajasthan	43,840	34,970	79·9	41,864	24,264	58·0	21,233	12,250	58·0	14,511	6,983	48·1
18.	Sikkim	1,517	1,266	83·6	390	264	97·7	134	79	59·0	59	16	27·1
19.	Tamil Nadu	1,44,972	90,462	62·4	61,509	294	47·8	35,538	13,592	38·3	12,629	1,811	14·13
20.	Tripura	6,342	5,208	79·0	2,716	2,005	74·1	1,592	962	60·4	509	169	33·2
21.	Uttar Pradesh	2,47,339	2,04,880	83·0	85,673	60,918	71·1	37,874	22,732	59·9	39,803	20,391	51·2
22.	West Bengal	1,58,343	1,21,068	76·6	36,283	25,330	69·7	32,419	18,413	56·8	6,262	2,968	47·4
23.	A & N Islands	1,057	806	76·2	451	305	67·6	162	101	62·3	72	18	25·0
24.	Arunachal Pradesh	1,524	1,433	94·1	526	478	99·9	220	177	80·5	54	31	57·4
25.	Chandigarh	1,068	139	13·0	704	58	8·2	522	18	3·4	95	0	0·0
26.	Dadra & Nagar Haveli	249	249	100·0	99	99	100·0	53	53	100·0	16	16	100·0
27.	Delhi	18,893	2,275	12·0	11,234	1,212	10·8	6,921	614	8·9	5,350	317	5·9
28.	Goa, Daman & Diu	3,620	2,752	76·0	1,906	1,219	63·9	1,979	1,260	63·6	78	21	26·9
29.	Lakshadweep	159	159	100·0	138	138	100·0	100	100	100·0	14	14	100·0
30.	Mizoram	1,945	1,577	81·1	1,386	1,114	79·9	733	538	73·4	0	0	0·0
31.	Pondicherry	2,111	1,172	55·5	1,028	534	51·5	689	304	44·1	80	38	47·5
	ALL INDIA	15,99,182	12,360,087	77·3	7,44,918	5,08,296	68·2	4,57,924.0	2,63,321	57·4	1,38,313	52,823	38·2

*Source : Fourth All India Educational Survey, National Council of Educational Research and Training —1982.

APPENDIX XIII (ix)

STATEWISE TEACHER TRAINING INSTITUTIONS AND ENROLMENT

(Degree Level and above) from 1976-77 to 1979-80

Sl. No.	States/Union Territories	1976-77		1977—78		1978—79		1979—80	
1	2	3	4	5	6	7	8	9	10
1.	Andhra Pradesh	15	3,207	16	3,403	16	3,571	16	3,442
2.	Assam	6	846	6	768	6	950	8	1,177
3.	Bihar	12	3,085	13	3,076	12	3,017	11	2,335
4.	Gujarat	35	4,526	35	4,540	35	4,713	34	4,579
5.	Haryana	19	5,281	20	5,950	20	5,804	19	5,378
6.	Himachal Pradesh]	3	237	3	74	3	87	3	54
7.	Jammu & Kashmir	3	572	3	666	3	570	3	602
8.	Karnataka	34	3,636	34	3,687	34	3,874	35	3,960
9.	Kerala	19	2,005	19	2,326	19	2,473	19	2,730
10.	Madhya Pradesh	17	2,961	18	3,018	18	2,396	18	2,342
11.	Maharashtra	51	8,532	51	8,448	51	8 128	51	8,034
12.	Manipur	0	0	0	0	0	0	0	0
13.	Meghalaya	1	259	1	270	1	307	1	234
14.	Nagaland	1	113	1	113	1	106	1	121
15.	Orissa	6	1,771	7	1,610	7	1,634	7	17,637
16.	Punjab	18	4,321	18	4,337	18	4,191	18	4,220
17.	Rajasthan	23	4,175	23	3,932	23	4,269	26	4,622
18.	Sikkim	0	0	0	0	0	0	0	0
19.	Tamil Nadu	24	2,783	24	2,801	23	2,629	23	3,265
20.	Tripura	1	126	1	183	1	12	1	2
21.	Uttar Pradesh	12	2,114	12	2,189	12	2,250	14	2,378
22.	West Bengal	26	5,826	26	5,634	27	4,563	27	4,705
23.	A & N Islands	0	0	0	0	0	0	0	0
24.	Arunachal Pradesh	0	0	0	0	0	0	0	0
25.	Chandigarh	1	315	1	293	1	311	1	299
26.	Dadra & Nagar Haveli	0	0	0	0	0	0	0	0
27.	Delhi	1	298	1	301	1	298	0	0
28.	Goa, Daman & Diu	1	161	1	172	1	166	1	154
29.	Lakshadweep	0	0	0	0	0	0	0	0
30.	Mizoram	1	50	1	60	1	60	1	69
31.	Pondicherry	0	0	0	0	0	0	0	0
	ALL INDIA	330	57,191	335	57,551	334	56,379	338	56,339

Source : Education in India, Vol. I, 1977-78, Government of India, Ministry of Education.

APPENDIX XIII (X)

STATEWISE TEACHERS TRAINING INSTITUTIONS AND ENROLMENT

(Pre-Degree Level) from 1976-77 to 1979-80

Sl. No.	States/Union Territories	1976—77		1977—78		1978—79		1979—80	
1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	14	1,933	15	1,857	15	2,087	13	2,478
2.	Assam	32	3,466	33	3,128	32	2757	32	2,656
3.	Bihar	96	16,701	96	16,143	94	14,590	94	13,729
4.	Gujarat	0	0	0	0	0	0	0	0
5.	Haryana	10	815	1	61	0	0	0	40
6.	Himachal Pradesh	5	583	5	*	5	*	5	*
7.	Jammu & Kashmir	19	1,746	19	1,631	13	547	13	1,118
8.	Karnataka	104	12,599	105	12,726	107	15,875	107	16,886
9.	Kerala	95	1,748	95	1,832	93	4,621	93	5,616
10.	Madhya Pradesh	49	8,097	50	8,363	50	6,810	50	4,466
11.	Maharashtra	151	16,582	150	16,357	147	15,251	147	15,398
12.	Manipur	0	0	0	0	0	0	0	0
13.	Meghalaya	3	71	3	97	2	75	2	76
14.	Nagaland	0	0	0	0	0	0	0	0
15.	Orissa	78	6,015	65	5,272	70	6,144	70	6,713
16.	Punjab	21	4,753	19	4,741	20	2,728	19	2,373
17.	Rajasthan	29	2,188	30	2,820	31	2,395	31	2,497
18.	Sikkim	0	0	0	0	0	0	0	0
19.	Tamil Nadu	82	2,205	80	2627	81	2,642*	79	2,229
20.	Tripura	4	245	4	316	3	0	3	0
21.	Uttar Pradesh	172	12,232	154	11,929	115	7,349	114	6,374
22.	West Bengal	61	7,098	61	7,098	62	3,865	62	3,913
23.	A & N Islands	1	153	1	49	1	50	1	90
24.	Arunachal Pradesh	0	0	0	0	0	0	0	0
25.	Chandigarh	0	0	0	0	0	0	0	0
26.	Dadra & Nagar Haveli	0	0	0	0	0	0	0	0
27.	Delhi	3	592	3	760	3	772	3	845
28.	Goa, Daman & Diu	4	558	4	739	4	708	4	623
29.	Lakshadweep	0	0	0	0	0	0	0	0
30.	Mizoram	3	258	3	282	2	243	2	262
31.	Pondicherry	2	141	2	140	2	72	0	0
	ALL INDIA	1,038	10,759	998	98,968	952	89,551	945	87,382

*As per State Government policy institutions are not under function.

APPENDIX XIII (xi)

REGIONAL DIFFERENCES IN STANDARDS OF TRAINING FACILITIES

(Degree and Pre-Degree) (1979–80)

Sl. No.	States/Union Territories	Population in Million(1981)	Total Secondary Training Enrolment (1979—80)	Secondary Training Enrolment per million of population (3)÷(2)	Total Elementary Training Enrolment (1979—80)	Elementary Training Enrolment per million of population (4)÷(2)
	(1)	(2)	(3)	(4)	(5)	(6)
	INDIA	683·81	56,339	82·38	87,382	127·78
1.	Andhra Pradesh	65·81	3,442	52·30	2,478	37·65
2.	Assam	19·89	1,177	58·82	3,128	157·26
3.	Bihar	69·82	2,335	33·44	13,729	196·63
4.	Gujarat	33·96	4,579	134·83	N.A.	N.A.
5.	Haryana	12·85	5,378	418·52	40	3·11
6.	Himachal Pradesh	4·24	54	12·73	NA	NA
7.	Jammu & Kashmir	5·98	602	100·66	1,631	272·74
8.	Karnataka	37·04	3,960	106·91	16,886	455·88
9.	Kerala	25·40	2,730	107·48	5,616	221·10
10.	Madhya Pradesh	52·14	2,342	44·57	4,466	85·65
11.	Maharashtra	62·72	8,304	128·09	15,398	245·50
12.	Manipur	1·41	N.A.	N.A.	N.A.	N.A.
13.	Meghalaya	1·33	234	175·93	76	57·14
14.	Nagaland	0·00	0	0.00	0	0·00
15.	Orissa	26·27	1,637	62·31	6,713	255·53
16.	Punjab	16·67	4,220	253·14	2,373	142·35
17.	Rajasthan	34·11	4,622	135·50	2,497	73·20
18.	Sikkim	0·00	0	0·00	0	0·00
19.	Tamil Nadu	48·30	3,265	67·59	2,229	46·14
20.	Tripura	2·05	2	0·97	NA	NA
21.	Uttar Pradesh	110·89	2,378	21.44	6,374	57·48
22.	West Bengal	54.45	1,705	86.41	3,913	71.96
23.	A & N. Islands	0·00	0	00·0	0	0·00
24.	Arunachal Pradesh	0·00	0	0·00	0	0·00
25.	Chandigarh	0·00	0	0·00	0	0·00
26.	Dadra & Nagar Haveli	0·00	0	0·00	0	0·00
27.	Delhi	6·20	375	60·48	845	136·29
28.	Goa, Daman & Diu	1·08	154	142·59	623	576·85
29.	Lakshadweep	0·00	0	0·00	0	0·00
30.	Mizoram	0·00	0	0·00	0	0·00

APPENDIX XIII(xii)

NORMS FOR TEACHER TRAINING INSTITUTES

A. Norms for Colleges of Education (B. Ed)

Suggested by the National Council of Teacher Education

Items	Essential norms	Desirable norms
1	2	3
I. Student population	100	100
II. Staff—		
Academic staff	1. Head of the institution, at least of the rank of a reader of a university department.	1. Head of the institution of the rank of a professor.
	2. Two senior posts of the rank of reader (one in methodology of teaching and the other in educational theory).	2. Three readers.
	3. Seven lecturers	3. Six lecturers (two each in Physical & Biological Sciences/Social Sciences/Humanities or Languages).
	Total staff members-10. (including principal but excluding librarian, instructors for practical subjects, lecturer in physical education etc.)	Total staff members-10 (Excluding SUPW/A.V. instructors, Art and Music teachers etc.)
Teacher-pupil-ratio	1: 10 (if strength) of the college is more, there should be proportionate increase in the staff also).	1: 10 (if strength of the college is more, there should be proportionate increase in the staff also).
Additional Staff	1. One Librarian in the rank of professional assistant.	One Librarian in the rank of professional assistant.
	2. One physical education director (lecturer in physical education) having a degree in physical education.	One physical education director (lecturer in physical education) having a degree in physical education.
	3. Instructors-one for each area of specialisation in craft subjects/SUPW/art/music etc.	Instructors-one for each area of specialisation in craft subject/SUPW/art/music etc.
III. Building space	1000 sq. ft. area	3000 sq. ft. area.
Rooms	1. Three lecture rooms	The lecture rooms for 50 students, each with an area of 400 sq. ft.
	2. Lecture hall with arrangement of A.V. Projections etc. for 200 students.	Lecture hall with an area of 1000 sq. ft. for 250 students.
Laboratories	One each for science and Psychology.	One each for Physical science, Biological science and Psychology.
Library	Library with reading room for about 50 students.	Library with reading room for about 50 students.
	1. Books 3000 (including multiple copies)	1. Books 5000 (including multiple copies)
	2. Journals 10 (including at least five professional journals).	2. Journals 20 (including at least ten professional journals).
Other facilities	1. A.V. room/art room (for practical work in the area)	1. A.V. room/art room (for practical work in the area)
	2. Separate work places for SUPW activities and other practical work.	2. Separate work places for SUPW activities and other practical work.
Play ground.	Play ground/space for physical education activities with an area of 2 hectres.	Play ground/space for physical education activities with in area of 4 hectres.
General rooms	(1) Three administration rooms.	(1) Three administration rooms.
	(a) Principal's room	(a) Principal's rooms.
	(b) Staff room.	(b) There should be cubicles for staff members in addition to staff room.
	(c) Office room	(c) Office room.
	(2) One store room	(2) One store room.
	(3) One girls' common room.	(3) One girls' coommon room.
	(4) Toilet facilities for men and women.	(4) Toilet facilities for men and women.
Hostel	Separate hostel accommodation for male students and female students to accommodate at least 75% of the student population.	Separate hostel accommodation for male students and female students to accommodate at least 75% of the student population.
Budget Library books and journals, Laboratories.	1. Annual recurring grant of Rs. 3000.	1. Annual recurring grant of Rs. 5000.
	2. Grant of Rs. 2000 for science laboratory	2. Grant of Rs. 5000 for science laboratories.
	3. Grant of Rs. 1000 for Psychology laboratory	3. Grant of Rs. 2000 for Psychology laboratory.
Other grants	4. Grant of Rs. 1000 for SUPW and all other activities	4. Grant of Rs. 2000 SUPW and all other activities.
	5. Grant of Rs. 1000 for Art and music (Wherever provided).	5. Grant of Rs. 2000 for Art and music (wherever provided).
	6. Grant of Rs. 1000 for Physical education.	6. Grant of Rs. 2000 for Physical education.
	7. Grant of Rs. 1000 for A.V. and teaching aids.	7. Grant of Rs. 2000 for A.V. and teaching aids.

APPENDIX XIII (xii) —*Contd.*

.Condition for Recognition of Elementary Teacher Training Institutions prepared by the Committee of Elementary Teacher Education of the National Council of Teacher Education.

Area No. 1 : Physical Facilities

Aspects :

1. Healthy surroundings for the location of the institution.
2. Land.....5 acres (preferably more) if agriculture is one of the work experiences provided;
3. Area of the institution building (including assembly hall, a reading room, work experience facilities with due allowance for walls, passages, sanitary blocks, etc.).....
   About 6,000 sq. ft.
4. Staff quarters (Type I, II, III and IV).....
   At least for 50 percent of the staff.
5. Hostels for Trainees : Dormitory accommodation for all the trainees together with necessary facilities.
6. Furniture, equipment and appliances :
   (i) Adequate furniture and office equipment including furniture for library and reading room.
   (ii) Teaching appliances audio-visual aids, educational material for young children, and equipment for art-music, games and sports, etc.
   (iii) Equipment and materials for work experience.
   (iv) laboratory equipment (for science, geography, home science, etc.).

Area No. 2 : Teaching and other Staff

Teaching Staff

(a) Teaching staff including principal and members qualified to teach art, music, physical education and work experience.....
8 full-time members.

One additional staff member for every additional student-strength of 12.

The minimum qualifications for teaching staff members other than those for art, music and physical education should be M.A., B.Ed. (with specialisation in elementary education).

(b) Non-teaching staff

(i) Librarian	1
(ii) Clerk	1
(iii) Class IV Staff	2 (both for the college and the hostel).
(iv) Part-time Medical Officer	1

(v) Hostel warden one for enrolment upto 100; one assistant warden for every additional enrolment of 100 in hostels. Separate wardens for hostels for male and female students.

Area No. 3 : Library Holdings

Aspects

(i) A minimum of 1500 titles including textbooks and reference books (at least ten copies of frequently used textbooks may be purchased for the library).

(ii) Periodicals (at least 10 educational journals may be subscribed by each institution).

(iii) Newspapers.

Area No. 4 : Teacher pupil ratio.....1 : 12

Area No. 5 : Stipends for Trainees.....stipends may be given to trainees belonging to Scheduled Castes/Scheduled Tribes and other under-privileged groups of community on consideration of income.

Area No. 6 : Scholarships for trainees.....provision may be made for awarding scholarships to at least 10% of the students on the basis of their rank in the centralised admission test. If the procedure of centralised admission has been introduced by the State Government or any other tests/interview devised by the institution itself for purpose of admission.

Area No. 7 : Provision for tutorials.....tutorial may be arranged regularly in each institution.

Area No. 8 : Finance.....(applicable to private institutions only).

Aspects

(i) Building fund (applicable to institutions which do not have their own building suitable for the purpose at the time of applying for recognition).....Rs. 1 lakh to be kept in a natioanlised scheduled bank.

(ii) Reserve Fund.....Rs. 25000 or an amount equivalent to salary of staff for three months whichever is more (to be deposited in a nationalised scheduled bank).

NOTE : The accounts of each institution will be subject to audit by the officers of the State Department of Education.

Area No. 9 : Educational Extension.....Extension programmes may be organised by each elementry teacher training institution as one of their normal activities for the teachers working in elementary schools in its neighbourhood.

Area No. 10 : Research.....Suitable provision may be made to encourage teaching staff of the institution to undertake experimentation and innovative work. This should be a normal activity of each institution.

Area No. 11 : Practice teaching and demonstration.....At least one full-fledged elementary school should be attached to the institution for this purpose.

Area No. 12 : Management

(i) The institution shall not be run for profit to any individual or group of individuals.

(ii) The institution shall not admit more than the number of seats permitted by the Director of Education.

(iii) The institution shall follow the course of studies as prescribed by the Director of Education.

(iv) The institution shall charge fees and funds, etc., as specified by the Director of Education.

(v) Admission to the institution shall be open to all without discrimination based on religion, caste, creed and place of birth.

(vi) The institution shall make admissions on the basis of centralised admission tests or any other procedure laid down by the State Government.

NOTE : The above mentioned norms are the basic minimum which must be fulfilled by all the elementary teacher training institutions whether run by the Government or by private bodies. All elementary teacher training institutions should be inspected from time to time to ensure that the conditions laid down for recognition are fulfilled and steps taken to remove the deficiencies.

APPENDIX XIII (xiii)

CERTAIN ALL-INDIA CONCERNING TEACHER-TRAINING INSTITUTIONS

(Degree and Pre-Degree)

1. Average Number of Teacher-Educators per Institution of Secondary Teacher Training (Third National Survey of 1971, National Council of Educational Research and Training,— 1983) 11

2. Pupil-Teacher Ratio for B.Ed. and Equivalent Courses (Third National Survey of 1971, National Council of Educational Research and Training, 1983) 12:1

3. Pupil-Teacher Ratio for M.Ed Courses (Third National Survey of 1971, National Council of Educational Research and Training, 1983) . 8:1

4. Average Enrolment per Secondary Training Institution (National Council of Educational Research and Training).

Year	Number of Institutions	Total Enrolment	Averages Enrolment
1976—1977 . .	330	57191	173·3
1977—1978 . .	335	57551	171·8
1978—1979 . .	334	56379	168·8
1979—1980 . .	338	56339	166·7

5. Average Enrolment per Elementary Training Institution (National Council of Educational Research and Training).

Year	Number of Institutions	Total Enrolment	Average Enrolment
1976—77 . . .	1038	100759	97·1
1977—78 . . .	998	98968	99·2
1978—79 . . .	952	89551	94·1
1979—80 . . .	945	87382	92·5

APPENDIX XIII (xiv)

NUMBER OF TEACHERS ON LIVE REGISTER AS ON DECEMBER 31, 1983*

(ALL INDIA FIGURES)

Sl. No.	Trade Description	No. on Live Register as on 31-12-83.
1	2	3
1.	Teachers, University & Colleges . .	20,140
2.	Teachers, Higher Secondary & High School	1,88,899
3.	Teachers, Middle School	1,13,396
4.	Teachers, Primary	92,922
5.	Teachers, Pre-Primary	18,871
6.	Teachers, Special Education . . .	128
7.	Teachers, Craft	26,459
8.	Teachers not Classified	25,592
	Total . .	4,86,407

NOTE. All Teachers on the Live Register of Employment Exchange are not necessarily unemployed.

**Source* : Ministry of Labour.

APPENDIX XIII (XV)

STATEWISE NUMBER OF TEACHERS ON LIVE REGISTER AS ON DECEMBER 1983*

Sl. No.	State	University and College Teachers	Higher Secondary and High School Teachers	Middle School Teachers	Primary Teachers	Pre-Primary Teachers	Special Education Teachers	Craft Teachers	Teachers Not Classified	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh. . .	2,546	13,435	15,089	451	591	Nil	2,631	879	35,622
2.	Assam	2	777	349	402	40	2	3	3	1,578
3.	Bihar	183	7,629	20,018	656	13	4	440	177	29,120
4.	Gujarat	385	4,310	4	9,946	1,058	13	3,724	750	20,190
5.	Haryana	146	13,374	37	4,919	559	4	1,678	5,172	25,889
6.	Himachal Pradesh . .	188	4,088	744	866	558	Nil	731	2,935	10,110
7.	Jammu and Kashmir .	15	536	23	24	1	Nil	13	10	622
8.	Karnataka . . .	852	5,617	17,710	10,281	3,667	Nil	249	750	39,126
9.	Kerala	1,528	14,074	14,134	107	2,625	11	4,142	1,620	38,241
10.	Madhya Pradesh . .	2,838	6,557	1,386	1,703	758	12	356	105	13,715
11.	Maharashtra . . .	216	4,907	9,400	12,286	1,313	10	448	514	29,094
12.	Manipur	158	62	27	488	8	Nil	14	5	762
13.	Meghalaya. . . .	1	67	2	Nil	Nil	Nil	10	Nil	80
14.	Nagaland	Nil	Nil	4	Nil	Nil	Nil	Nil	Nil	4
15.	Orissa	332	3,214	4,998	1,260	21	25	64	26	9,940
16.	Punjab	58	19,988	213	9,881	977	Nil	2,142	8,982	42,241
17.	Rajasthan . . .	84	12,568	675	6,883	51	1	1,023	145	21,430
18.	Tamil Nadu . . .	5,635	16,748	10,524	373	1,737	7	6,989	605	42,618
19.	Tripura	4	117	2	37	13	Nil	3	9	185
20.	Uttar Pradesh . . .	716	22,240	15,893	6,379	189	22	329	1,157	46,895
21.	West Bengal . . .	103	16,287	1,802	19,530	660	2	823	97	39,304
22.	Andaman & N. Islands .	Nil	232	16	71	8	3	154	Nil	484
23.	Chandigarh . . .	Nil	2,169	77	1,135	431	Nil	377	264	4,453
24.	Delhi	4,150	8,302	Nil	4,925	3,417	12	20	1,344	25,183
25.	Goa, Daman & Diu . .	Nil	184	1	319	24	Nil	2	34	564
26.	Mizoram	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
27.	Lakshadweep . . .	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
28.	Pondicherry . . .	Nil	404	268	Nil	152	Nil	129	39	992

*Source : Ministry of Labour.

APPENDIX XIII(xvi)

PAY SCALES OF SCHOOL TEACHERS IN INDIA AS ON JANUARY 1, 1983*

Management/ Type	Designation	Minimum Qualification	Scale of Pay (in Rs.)	ALLOWANCES	
				Dearness	Others
1	2	3	4	5	6
			1. ANDHRA PRADESH		
Government/ Private (Aided) Primary Schools	Headmaster/ Assistant Teacher	Passed Matric and Secondary Grade Trained	(i) 450–15–660–20–700 (ii) 530–15–590–20–800 (from December 1, 1982)	*Allowance rate* 47·5% of Pay 38% of Pay, minimum Rs. 304/- and maximum Rs. 750/-	*Headmaster's allowance in High School* (i) upto 500 strength—Rs. 50/–.
Government/ Private (Aided) Middle/Upper Primary Schools	Headmaster/ Assistant Teacher	Graduate Trained	(i) 575-20–775–25–850 (ii) 700–30–1060–35–1200 (from December 1, 1982) (iii) 530–15–590–20–800 (from December 1, 1982) (iv) 450–15–660–20–700	*Pay Range* (i) upto Rs. 640/- (ii) above Rs. 640/-	(ii) above 500 strength Rs 7 5/-. (iii) Rs. 25/- in Middle Schools.
Government/ Private (Aided) Higher Secondary Schools.	Principal	M.A.	1050–40–1250–50–1600	A.D.A. Nil	*House Rent Allowance* (i) 15% of Pay in Hyderabad, Secunderabad, Vishakapatanam, Warangal, Vijayawada and Guntur. (ii) 7·5% at Taluk Head Quarters.
Government/ Private Aided High Schools	Headmaster	Trained Graduate	(i) 750–30–1020–1360 (Grade-I) (ii) 900–40–1300 -50–1500 (from November 5, 1982)		*City compensatory allowance* 6% of Pay subject to a maximum of Rs. 75/- in twin cities of Hyderabad and Secunderabad.
	Assistant Teacher	Trained Post-Graduate (Up-graded) Trained Graduate	(i) 700–30–1060–35–1200 (ii) 575–20–775–25–950 700–30–1060–35–1200 (from December 1, 1982)		
			2. ASSAM		
Government/ Private (Aided) Primary Schools.	Headmasters Assistant Teacher	Matric Trained Matric	240–5–265–EB–7–335–EB–9–380. 260–7–295–EB–375–EB–10–425	1. for pay upto Rs. 300/ 98% of pay minimum Rs. 196/-, maximum Rs. 280/- p.m.	*Headmaster's allowance* (a) Primary Schools-upto 5 Teachers' School-Rs.5/-. (b) above 5 Teacher's School Rs 10/-.
Government/ Private (Aided) Middle Schools	Headmaster	Intermediate Graduate	260–7–295–EB–8–375–EB–10–425 325–15–400–EB–16–560–EB–18–650 (*)	2. for pay above Rs. 300/ 70% of Basic pay minimum Rs. 280/- maximum Rs. 560/- p.m.	Special pay for Vice-Principal in Higher Secondary Schools Rs. 75/-.
	Assistant Teacher	Matric Matric Trained	240–5–265–EB–7–335–EB–9–380. 260–7–295–EB–8–375–EB–10–425.		*House Rent allowance* (i) Rented House-@ above 12000 population 12·5% (ii) below 12000 population 6·5%. (iii) Own House above-12000 population 3·25%.
Government/ Private (Aided) High/ Higher Secondary Schools	Principal	Trained Graduate	525–35–700–EB–40–1100–EB–45–1325		*Medical allowance* Rs. 30.
	Vice Principal	Graduate	475–30–625–EB–30–775–EB–35–1125.		
	Head Master	Graduate	500–35–745–EB–35–1025–EB–40–1225.		
	Assistant Teacher	Post-Graduate IInd Class	475–30–625–EB–30–775–EB–35–1125 (*) (for Teachers Trained in Elective subjects only).		
	Assistant Teacher	Post-Graduate	350–15–425–EB–20–625–EB–25–750.		

*Source : Planning, Monitoring & Statistics Division Department of Education, Ministry of Education and Culture, Government of India, New Delhi.

(*) Two advance increaments for Trained Teachers.

1	2	3	4	5	6
		Graduate	325–15–400–EB–16–560–EB–18–650.		
	Assistant Teacher	Matric Trained Grade 'A'	260–7–295–EB–8–375–EB–10–425.		
		Matric Grade 'B'.	240–5–265–7–335–EB–9–380		
			3. BIHAR		
Government Primary School.	Head Master	Matric Trained	580–10–620–15–770–EB–15–860.	Upto Rs . 800/- 20% of pay Minimum Rs. 78/-.	*Medical allowance* Rs. 10/- p.m.
Government Middle Schools	Head Master	Trained Graduate	850–30–1270–EB–30–1360	Rs. 801 & above 17% of pay	*Headmaster's allowance* Nil
	Assistant Teacher	Trained Graduate	850–30–1270–EB–30–1360		*House Rent allowance* 15% of basic Pay in Patna and 7·5% of pay in other cities.
		Intermediate	730–15–820–20–980–EB–20–1080		
		Matric	580–10–620–15–770–EB–15–860.		
Government High Schools	Headmaster	Trained Graduate	1000–50–1700–EB–60–1820		
	Assistant Teacher	Trained Graduate	850–30–1270–EB–30–1360		
		Intermediate Trained	730–15–820–20–980–EB–20–1080.		
			4. GUJARAT		
Government Private (Aided) Primary Schools	Headmaster	S.S.C.& Trained	440–20–500–EB–20–700–EB–25–750	*Dearness allowance* upto Rs. 300/- 36% of Basic Pay, above Rs. 300/- 27% of Basic Pay.	*City compensatory allowance* below Rs. 750/- 3·5% of pay subject to maximum of Rs. 10/-.
	Assistant Teacher	Un-Trained Graduate S.S.C. & Trained	(i) 425–15–560–EB–20–640–(ii) 330–10–380–EB–15–500–EB–15–560.		
		Un-Trained S.S.C.	290–8–330–10–350–EB–10–380–12–428–EB–12–500–15–560.	*Additional D.A.* upto Rs. 300/- 49·5% of Pay subject to a minimum of Rs. 35+32% of pay and maximum of Rs. 146.	Above Rs. 750 amount by which pay falls short of Rs. 759/-.
Government/ Private (Aided) Middle Schools	Headmaster	Trained Graduate	(i) 550–25–750–EB–30–900 (ii) 550–25–750–EB–30–900	above Rs. 300/- Rs. 62+28% Rs. 400/-, 800/- 36·5% of pay subject to minimum of Rs. 155+Rs. 112 Rs. 800/–900/- Rs. 100+24% Rs. 900, 1000 Rs. 127+21% of Pay.	*House Rent allowance* 7·5% of Pay
	Assistant Teacher	Trained Graduate	440–20–500–EB–20–700–EB–25–750.		
		S.S.C. & Trained	425–15–560–EB–20–640		
Government/ Private (Aided) Higher Secondary Schools	Principal	Trained Posts Graduate	1100–50–1600		
	Headmaster (High School)	Trained Graduate	650–30–740–35–810–EB–35–880–40–1000–EB–40–1200		
	Assistant Teacher	Trained Post-Graduate	550–25–750–EB–30–900		
	Assistant Teacher	Trained Graduate	440–20–500–EB–20–700–EB–25–750.	*Rs.* 1000–1030 Amount by which pay falls short of Rs. 1337/-.	As above
		Graduate	425–15–560–EB–20–640	Rs. 1030/- 2157/-. Rs. 307/-.	
			5. HARYANA		
Government/ Primary Schools	Headmaster Assistant Teacher	Matric Trained	(i) 480–15–600–EB–20–700–30–760 (ii) 525–15–600–20–700·750–30–900 (Selection Grade for 20% of posts).	*Dearness Allowance* varies from 38·25% of Pay to 46·75% of Pay according to the salary of the teacher + 0·5% of Pay on account of restoration of cut subject to a maximum Rs. 7%.	*House Rent Allowance* *Pay range* — *Allowance range* 400— 600 — 50—25 601— 800 — 100— 50 801—1000 — 150— 70 1001—1300 — 250—125 1301—1800 — 350—175
Government Middle School	Headmaster Assistant Teacher	Trained Graduate	(i) 700–30–850–EB–900–40–1100–50–1150 (ii) 525–15–600–20–660		
	Assistant Teacher	Matric & Trained	(i) 480–15–600–EB–20–700–30–760. (ii) 525–900 (20% of Posts)		

1	2	3	4	5	6
Government High Schools	Headmaster	Trained Graduate	(i) 700–30–850–/900–40–1100–EB–50–1250 (ii) 800–30–890–940–40–1100–50–1600 (Selection Grade for 20% of Posts).		
	Assistant Teacher				
Government/ Higher Secondary School	Principal	Trained Post-Graduate	1200–50–1400–60–1700	As above	
	Assistant Teacher (Lecturer)	Lecturer M.A. III Divn. M.A. II Divn.	(i) 600–20–700–30–850/900–40–1100 (ii) 700–30–850–900–40–1100–EB–50–1250 (Selection Grade for 20% of posts).		

6. HIMACHAL PRADESH

Government Primary Schools	Headmaster Assistant Teacher	Passed Matric with 2 years J.B.T. Training	480–15–525–15–600–20–700–25–850–30–880	*Pay range* Rs. 480·00 620·00 660·00	*Allowance rate* Rs. 252·80 307·10 307·30	*House Rent Allowance* *Pay Range* Rs.	*Allowance rate* Rs.
Government Middle Schools	Headmaster Assistant Teacher	Trained Graduate	620–20–700–25–800–25–850–30–1000–40–1200	570·00 1,200·00 1,250·00	307·50 519·00 540·20	480·00 570·00 620·00	50·00 50·00
		Passed Matric + 2 Years J.B.T. Training	480–15–525–15–600–20–700–25–850–30–880	1,300·00 1,300·00 1,400·00 1,400·00 2,000·00	563·20 576·80 577·80 547·00	660·00 700·00 1,200·00 1,250·00 1,300·00	100·00 200·00
Government Higher/Higher Secondary Schools	Principal	BA/MA/with B.Ed. (Subject to Seniority)	1200–50–1400–60–1700			1,350·00 1,400·00 1,400·00 2,000·00	350·00 400·00
	Headmaster	Do.	700–25–850–30–1000–40–1200–50–1300				
Government High/Higher Secondary Schools	Lecturer	Post-Graduate	700–25–850–30–1000–40–1200–50–1300	As above			
	Assistant Teacher	Trained Graduate	(i) 620–20–700–25–800–25–850–30–1000–40–1200 (ii) 570–15–600–20–700–25–850–30–1000–40–1080				
		Trained Matric	480–15–525–15–600–20–700–25–850–30–880				

7. JAMMU & KASHMIR

Government Primary Schools	Headmaster Assistant Teacher	Trained Matriculate	(i) 220–8–260–10–300–13–430–(85%) (ii) 350–15–470. (Selection Grade 15%)	(As on January 1, 1981)
Government Middle Schools	Head Master	Trained Graduate	340–15–400–EB–25–600–EB–25–700	Allowances Not Available
	Assitsant Teacher	Matriculate with B.F.C.	(i) 260–10–310–15–400–EB–25–700–(with 3 years experience in 220–430 scale). (ii) 220–8–260–10–300–13–430	
Government High/Higher Secondary Schools	Principal	Trained Post-Graduate	700–40–900–EB–50–1100	
	Headmaster	Trained Graduate	475–25–700–EB–30–850 (Gazetted)	
	Assistant Teacher	Trained Post-Graduate	475–25–700–EB–30–850	
		Trained Graduate	340–15–400–EB–20–600–EB–25–700	
Private (Aided) Primary/Middle High/ Higher Secondary Schools	(i) Scales of Pay are the same as in Government Schools. (ii) No Dearness Pay is given (iii) No other allowance except certain local area allowances.			

1	2	3	4	5	6
			8. KARNATAKA		
Government/ Private (Aided) Primary Schools	Headmaster	Trained Matric	630–20–650–25–800–30–950–50–1200	Upto Rs. 800 10% of Basic Pay	*Compensatory Allowance City Area.*
	Assistant Teachers	Trained Matric	550–20–650–25–800–30–950–50–1050	Above Rs. 800 7.5% of Pay minimum Rs. 80/- maximum Rs. 150	Upto Rs. 640- 4% of Pay subject to a maximum Rs. 25 p.m.
		Matric	490–15–550–20–650–25–800–30–950		
Government/ Private (Aided) Middle School	Headmaster (Middle Schools)	Trained Graduate	860–30–950–50–1200–60–1500–75–1600		Above Rs. 630/- 3·20% of Pay subject to a minimum Rs. 25/- and maximum Rs. 60.
	Headmaster (Other School)	Trained Graduate	750–25–800–30–950–50–1200–60–1500		*Non-City Area* 2% of Pay subject to a maximum of Rs. 25.
	Assistant Teacher	Trained Graduate	750–25–800–30–950–50–1200–60–1500		*House Rent Allowance*
Government/ Private (Aided) High Schools	Headmaster	Trained Graduate	920–30–950–50–1200–60–1500–75–1725		8% of Pay minimum Rs. 30/- maximum Rs. 250/-. *Non-City Area*
Junior colleges	Principal	Post-Graduate	1200–60–1500–75–2175		1·6% of Pay subject to minimum of Rs. 10 maximum of Rs. 20 p.m.
Lecturer	Post-Graduate		1050-50-1200-60-1500-75-1900		*Municipal Towns and Taluk Head-Quarter with a population of less than* 25,000. Rs. 10 upto Rs. 1320.
			9. KERALA		
Government/ Private (Aided) Primary/Middle Schools	Headmaster	S.S.L.C. & T.T.C.	470–16–550–18–730–20–830	Pay range / Allowance	*Headmaster's Allowance*
	Assistant Teacher	S.S.L.C.	(i) 450–15–525–16–605–18–785 (after completion of 10 years service in 420–720 Grade).	Upto Rs. 280/- 184 281 to 319 185—210 320 to 359 210—236 360 to 399 237—263	Rs. 15/- for Teacher In-charge of incomplete High Schools Graduate Headmaster of Upper Primary Schools.
			(ii) 420–13–485–15–635–17–720.	400 to 443 264—290 444 to 682 291—357	Headmaster of Aided U.P. Schools not eligible for Headmaster's scales of Pay.
			(iii) 340–8–380–9–425–10–535	683 to 778 358—408	
Government/ Private (Aided) Higa/Hr. Secondary Schools	Headmaster	Trained Graduate	700–25–800–30–890–35–1030–40–1270.	779 to 970 408—508 971 to 1162 509—596	Rs. 10/- for Headmaster of UP/LP Schools not eligible for Headmaster of Aided U.P. Schools not eligible for Headmaster's scale of Pay
	Assistant Teacher	Trained Graduate	(i) 420–13–485–15–635–17–720	1163 to 1902 597—578 1903 to 2750 577	
			(ii) 520–18–700–20–800–25–900		
			(iii) 570–20–670–25–920–30–1070		
					House Rent Allowance (i) H.R.A. is 8% of Basic Pay in cities subject to maximum of Rs. 50/-. (ii) H.R.A. is 6% of Basic Payin Municipal Town subject to maximum of Rs. 30/-. (iii) Rs. 10/- for others.
			10. MADHYA PRADESH		
Government/ Private (Aided) Primary Schools	Headmaster/ Assistant Teacher	Passed Matric Higher Secondary and Trained	545–10–575–15–800	Upto Rs. 800/- 14% of Basic Pay minimum of Rs. 51.80.	*House Rent Allowance in Gwalior, Bhopal, Jabalpur and Raipur.*
Government/ Private (Aided) Middle Schools	Headmaster/ Assistant Teacher	Passed B.A., B.Sc. and Trained	740–15–800–20–900–20–1000–30–1180	Rs. 800 to Rs. 1000/- 12% of Basic Pay minimum of Rs. 112/-.	Rs. 7.5% of pay minimum of Rs. 10/-

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		Passed Matric, Higher Secondary and Trained	545–10–575–15–800	Rs.1000/- to Rs.1420/- 10.5% of pay + Rs.7/-	*Above* 50,000 *population* 5% of pay *C.C.A.*
Government High/Hr. Secondary Schools	Principal	Post-Graduate	1000-30-1210-40-1250-EB. 40-1450-50-1800-60-1920	..	Rs. 25 in Bhopal, Jabalpur and Gwalior.
	Lecturer	Post-Graduate	925–25–1000–30–1150–EB–1210–40–1450–50–1500		
	Assistant Teacher	Passed B.A., B.Sc. and Trained	740–15–800–20–900–20–1000–30–1180		
		Passed Matric, Higher Secondary and Trained	545–10–575–15–880		
			11. MAHARASHTRA		
Government/ (Aided) Primary & Middle Schools	Headmaster (Primary Schools)	Graduate	365–15–500–20–660–EB–20–760· (Central Primary Schools)	*Additional Dearness Allowance* Upto Rs.300/- (a) 36% of Pay plus (b) 89.5% of Pay subject to a minimum of Rs. 35+72% of Pay and maximum of Rs. 266/-	*C.C.A.* 1. Bombay—6% of Pay subject to a minimum of Rs. 16/- and maximum of Rs. 75/-.
		S.S.C. & Trained	335–15–500–20–580–EB–20–680		2. Pune & Nagpur—4% of Pay subject to a minimum of Rs. 12/- and maximum of Rs. 50/-
	Assistant Teacher	S.S.C. & Junior P.T.C. S.S.C. & B.Ed.	290–10–390–15–405–EB–15–540	2. *Above Rs.* 300/- *and upto Rs.*400/-.	
		Intermediate & Trained			3. Sholapur, Kolhapur and Aurangabad—3% of Pay subject to a minimum of Rs. 8/- and maximum of Rs. 25/-
		S.S.C. & P.S.C. Matric	260–10–390–15–420–EB–15–495 250–7–285–10–385–EB–10–435	(a) 27% of Pay subject to a minimum of Rs. 108/- plus.	
Government (Aided) Secondary Schools	Headmaster	Trained Graduate	(i) 600–30–750–40–950 (for school strength upto 500) (ii) 750–40–1150 (for school strength above 500)	(b) Rs.62+ 68% of Pay. 3. *Above Rs.* 400/- *and upto Rs.* 800/-	*H.R.A.* 1. Bombay, Pune, Nagpur and Sholapur 15% of pay subject to a maximum of Rs. 400/- p.m.
	Assistant Teacher	Post-Graduate	365–15–500–20–600–EB–20–760 (Higher starting salary of Rs.410 for IInd Class Post-Graduate)	(a) 27% of Pay plus (b) 66.5% of Pay subject to minimum of 15.5% of pay+Rs.272/-.	2. All other district Places—10% of Pay subject to a maximum of Rs.250/p.m.
		Trained Graduate	365–15–500–20–660–EB–20–760	4. *Above Rs.* 800/- *and upto Rs.*900.	3. Cities of population above 50000, 7.5% of Pay subject to a maximum of Rs. 200/- p.m.
		Untrained Graduate	335–15–500–20–580–EB–20–680	(a) 27% of Pay plus	
		S.S.C. & Trained	290–10–390–15–465–EB–15–540	(b) Rs.100/-+ 54% of Pay.	4. All other Municipal Town and Tehsil and/or panchayat Samiti Head Quarters 5% of Pay subject to a maximum of Rs. 125 p.m.
Higher Secondary Schools	Principal/ Assistant Teacher	Post-Graduate & Trained	600–30–750–40–1030	5. *Above Rs.* 900/- *and upto Rs.* 1000/- (a) Rs.243/- plus (b) Rs.127+51% of pay. 6. *Above Rs.* 1000/- *and upto Rs.* 1600/-	
				(a) Rs.880/-.	*Headmaster's Allowance* Rs. 50 p.m. where Junior Colleges are attached.

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			12. MANIPUR		
Government/ Private (Aided) Primary Schools	Headmaster/ Assistant Teacher	Trained Matriculate	540-25-740-EB-30-950-35-1230	*Dearness Allowance upto Rs.* 700/- 14% of Pay.	*H.R.A.* 7.5% of Pay *City Compensatory Allowance upto Rs.* 700/-.
Government/ Private Middle Schools	Headmaster	Trained Graduate	730-30-1020-EB-45-1495	*Above Rs.* 700/-	5% of Pay
	Assistant Teacher	Trained Graduate	(i) 720-30-1090-EB-45-1470 (ii) 640-30-850-EB-40-1410	13% of Pay *Additional D.A.*	*Above Rs.* 700/-
		Graduate	575-25-700-EB-30-940-40-1380	2.1% of Pay.	4% of Pay
Government/ Private High Schools	Headmaster	Trained Graduate	800-40-1360-EB-45-1675		*Winter Allowance* 25% of basic pay minimum of Rs. 75/- maximum of Rs. 125/-.
	Assistant Teacher	Trained Graduate	(i) 720-30-1090-EB-45-1470 (ii) 640-30-850-EB-40-1410 (iii) 575-25-700-EB-30-940-40-1380		
Government/ Private Higher Secondary Schools	Principal	Trained Post-Graduate	950-40-1270-EB-50-1820		
	Vice-Principal/ Lecturer	Post-Graduate	800-40-1360-EB-45-1675		
		Trained Graduate	720-30-1090-EB-45-1470		
			13. MEGHALAY		
Government Primary Schools	Headmaster	Matriculate	425-750	*Dearness Allowance* Rs. 209.30	*House Rent Allowance* 10% of Basic Pay
	Assistant Teacher	Matriculate	400-575		
Government Middle Schools	Headmaster	Trained Graduate	525-1050		*Other Allowances* Not available
	Assistant Headmaster	Graduate	475-925		
	Assistant Teacher	Intermediate	425-750		
		Matriculate	400-700		
Government High Schools	Headmaster	Trained Graduate	725-1650		
	Assistant Headmaster	Trained Graduate	525-1350		
		Graduate	525-1050		
			14. NAGALAND		
Government Primary Schools	Assistant Teacher	Graduate	350-20-450-EB-20-650-EB-25-750	*Dearness Allowance* upto Rs. 300/- Rs. 232/- to Rs. 362/- Rs. 300/- to Rs. 400/- Rs. 400/- to Rs. 800/-	*Headmaster's Allowance* 1. Graduate Teacher posted as Headmaster in G.M. School is allowed Rs. 50 as Special Pay.
		Pre-University	(i) 275-9-320-EB-10-420-EB-11-475 (ii) 420-11-530 (Selection Grade)		
		Under Matric	(i) 240-5-265-EB-7-335-EB-9-380 (ii) 338-9-470 (Selection Grade)		2. Graduate Teacher posted in Government Middle Schools/Primary School is allowed Rs. 25/- and Rs. 50/- respectively as incentive allowance.
Government Middle Schools	Headmaster	Graduate	350-20-450-EB-20-650-EB-25-750	Rs. 800/- to Rs. 900/- Rs. 900/- to Rs. 1000/- Rs. 1000/- to Rs. 2000/-	3. Charge allowance (Headmaster) Middle High School—Rs. 100
	Assistant Teacher	Higher Secondary/ Matric	(i) 275-9-320-EB-10-420-EB-11-475 (ii) 420-11-530 (Selection Grade)		*House Rent Allowance*
Government High School	Headmaster	Trained Graduate	500-35-745 EB 35-1025 EB 40 1225		*Compensatory Allowance* Nil

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	Assistant Teacher	Graduate	(i) 350-20-450-EB-20-650-EB-25-750 (ii) 650-25-850 (Selection Grade)	Rs. 362/- to Rs. 426/- Rs. 426/- to Rs. 724/- Rs. 724/- to Rs. 802/- Rs. 802/- to Rs. 850/-	*Other Allowance* 1. 20% of the Basic Pay allowed as innerlive compensatory allowance subject to maximum of Rs. 400/- for all categories. 2. 10% of Basic Pay allowed as Winter allowance for 5 months only for Teachers whose Basic Pay is Rs. 575/- or less, subject to maximum of Rs. 50 with marginal adjustment upto Rs. 625/- at a place where it is admissible 3. Difficult area allowance of 10% of Basic pay admissible in some selected backward interior areas.
	Assistant Teacher	P.U./ Higher Secondary Matric	275-9-320-EB-10-420-EB-11-475		
		Under Matric	240-5-265-EB-7-335-EB-9-380		
Private (Aided) Primary/ Middle &] High Schools		Scales of Pay are not uniform			
NOTE : Two advance increments are given for Trained Teachers .					
			15 . ORISSA		
Government/ Private (Aided) Primary Schools	Head Master.	Trained Matric	300-8-10-358-EB-12-442-14-470	*Dearness Allowance* *Above Rs.* 300/- *upto Rs.* 400/- 81.5% of Pay subject to a minimum of Rs. 250/- and maximum of Rs. 326/- *Rs.* 400/- *to Rs.* 800/- 62.5% of Pay subject to a minimum of Rs. 326/- maximum of Rs. 500/-	
	Assistant Teacher	Inter Trained	370-12-15-18-460-EB-20-25-630		
Government Private (Aided) Middle Schools	Headmaster	Trained Graduate	410-15-425-20-465-25-540-EB-25-590-30-680-EB-770-35-840	*Upto Rs.* 300 20% of Basic Pay	*House Rent Allowance* 7.5% of Pay
	Assistant Teacher	Trained Matric	300-8-10-358-EB-12-442-14-470		
		I.A. Trained	370-12-15-18-460-EB-20-25-630	*Above Rs.* 300 28% of Basic Pay Minimum Rs. 84/- Maximum Rs. 180/- Additional Dearness Allowance upto Rs. 300/- 83.5% of Pay subject to minimum of Rs. 167/- Maximum of Rs. 250/-	
Government/ Private (Aided) High Schools	Head Master	Trained Graduate	(i) 500-25-600-EB-30-35-850-EB-40-45-1100 (ii) 410-15-425-20-465-25-540-EB-25-590-30-680-EB-770-35-840		
	Assistant Teacher	Trained I.A.	370-12-15-18-460-EB-20-25-630		
			16. PUNJAB		
Government/ Primary Schools	Headmaster	Trained Matric	510-15-600-20-700-25-850-30-1000-40-1080	*Dearness Allowance* Upto Rs. 600/- 52.5% of Pay subject to a maximum Rs. 304+0.5% of Pay on account of restoration of cut subject to a maximum of Rs. 2/- Rs. 601/- to Rs. 1400/-	*City Compensatory Allowance* *Pay Range Allowance* Rs. 300—399 — Rs. 15 Rs. 400—499 — Rs. 25 Rs. 500—649 — Rs. 45 Rs. 650—799 — Rs. 55 Rs. 800—899 — Rs. 65 Rs. 900 & above Rs. 75
	Assistant Teacher	Trained Matric	480-15-600-20-700-25-850-30-880		
Government Middle Schools	Head Master	Trained Graduate	620-20-700-25-850-30-1000-40-1200		
	Assistant Teacher	Trained Matric	480-15-600-20-700-25-850-30-880		
Government High Schools	Head Master	Trained Graduate	700-25-850-30-1100-40-1200-50-1400-60-1580	42.65% of Pay subject to minimum of Rs. 304/- maximum of Rs. 570/- + 0.5% of pay on account of restoration of cut subject to maximum of Rs. 2/-	*House Rent Allowance* Up to Rs. 400— Rs. 40/- Rs. 401— 600— Rs. 50/- Rs. 601— 800— Rs. 100/- Rs. 801—1000— Rs. 150/- Rs. 1000—1300 — Rs. 250/- Rs. 1301—1800 — Rs. 350/- Rs. 1801—2250 — Rs. 400/- Rs. 2251 & above Rs. 500/-
	Assistant Teacher	Trained Graduate	(i) 620-20-700-25-850-30-1000-40-1200 (ii) 510-15-600-20-700-25-850-30-940		
Government Higher Secondary Schools	Principal	Trained Post-Graduate or Trained Graduate	(i) 825-25-850-30-1000-40-1200-50-1400-60-1580 (ii) 1250-50-1400-60-1700 (Selection Grade)	Rs. 1401 to Rs. 1430 Amount by which Pay Dearness Allowance i.e. Rs. 547/- falls short of Rs. 1970+7/- on account of restoration of cut	
	Lecturer	Passed M.A.	700-25-850-30-1000-40-1200-50-1400-60-1580		
	Assistant Teacher	Trained Graduate	620-20-700-25-850-30-1000-40-1200		

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			17. RAJASTHAN		
Government/ Private (Aided) Primary Schools	Head Master/ Assistant Teacher	Trained Higher Secondary	490–10–550–15–640–20–840	*Dearness Allowance* Below Rs. 395—Rs. 104/- Rs. 396— 490— Rs. 117/- Rs. 490— 610— Rs. 130/- Rs. 610— 740—Rs. 195/- Rs. 740—1120—Rs. 260/- Rs. 1120—1380—Rs. 325/- Rs. 1380—1660—Rs. 390/- Rs. 1660—1680—Rs. 360/- The amount by which Pay falls short of Rs. 2040/- Above Rs. 1680—Rs. 360/-	Headmaster's Allowance in Primary & Middle School is Rs. 15/- *House Rent Allowamce* Upto Rs. 470—Rs. 20/- Rs. 471— 625—Rs. 30/- Rs. 626— 760—Rs. 40/- Rs. 761— 900—Rs. 50/- Rs. 901—1100—Rs. 60/- Rs. 1101—1300—Rs. 70/- Above Rs. 1300—7% to 8% of Pay
Government/ Private (Aided) Middle Schools	Head/ Master Assistant Teacher	Trained Graduate	(i) 625–15–640–20–900–25–1000–30–1120 (ii) 490–10–550–18–640–20–840		
Government/ Private (Aided) Higher Secondary Schools	Principal	Trained Post-Graduate	1300–40–1500–50–1800–60–2100–75–2175		
	Head Master	Trained Post-Graduate	1000–30–1300–40–1500–50–1800–60–1860		
	Head Master (Secondary Schools)	Trained Graduate	860–20–900–25–1000–30–1300–40–1500–50–1750		
	Lecturer	Trained Post-Graduate	820–20–900–25–1000–30–1300–40–1500–50–1550		
	Assistant Teacher	Trained Graduate	625–15–640–20–900–25–1000–30–1120		
			18. SIKKIM		
Government/ Private (Aided) Primary Schools	Head Master/ Assistant Teacher	Matric	(i) 410–10–580–EB–12–700 (Selection Grade) (20% of Posts) (ii) 380–7–450–EB–8–530–EB–10–580	*Dearness Allowance* 45.5% of the Basic Pay subject to a minimum of Rs. 143/- & maximum of Rs. 382/-	*Headmaster's Allowance* Middle Schools Rs. 50/- Primary Schools Rs. 40/-
Government/ Private (Aided) Middle Schools/ Junior High Schools	Head Master Assistant Teacher	Graduate Matric Graduate Graduate	550–20–750–EB–25–950–EB–30–1100 410–10–580–EB–12–700 550–20–750–EB–25–950–EB–30–1100	*Additional Dearness Allowance* NIL	*Hill Compensatory Allowance* (a) 5% of Basic Pay subject to a minimum of Rs. 25/- maximum of Rs. 40/- (b) 15% of Basic Pay in Gangtok Municipal Area and 10% of the Basic Pay in other Areas for Non-Gazetted Staff *House Rent Allowance* Varies from 12.5% of Pay to 15% of Pay
Government/ Private (Aided) Secondary Schools High Schools	Head Master (Hr. Sec. Schools)	Post-Graduate	900–40–1180–EB–45–1450–EB–50–1800		
	Head Master (High Schools)	Graduate	660–25–910–EB–30–1240–EB–40–1400		
		Post-Graduate	550–20–750–EB–25–950–EB–30–1100		
	Assistant Teacher	Post-Graduate Graduate Matric	660–25–910–EB–30–1240–EB–40–1400 410–10–580–EB–12–700 380–7–450–EB–8–530–10–580		
NOTE :—Two advance increments for Trained.					
			19. TAMIL NADU		
Government/ Private (Aided) (Un-Aided) Primary Schools	Head Master	Passed Matric & Trained	(i) 350–10–420–15–600 (ii) 400–15–490–20–650–25–700 (Selection Grade) (iii) 450–20–590–25–740–30–800 (Special Grade)	*Dearness Allowance* *Pay Range Allowance* Upto Rs. 650—45% of Pay subject to minimum of Rs. 113/- Above Rs. 650 — 33.75% of Pay maximum of Rs. 540 -	*House Rent Allowance* *Grade I (a)* *Grade II (b)* Below Rs. 400— 45— 30/- Rs. 400— 699— 75— 50/- Rs. 700— 999—120— 80/- Rs. 1000— 1299— 165—110/- Rs. 1300—1599— 210—140/-
		Trained Higher Grade T.T.C. or Junior Basic T.T.C.	(i) 310–10–470–15–550 (Special Grade) (ii) 280–5–320–10–450 (iii) 310–10–470–15–500 (Selection Grade) (iv) 350–10–420–15–600		

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Government/ Private (Aided) Middle Schools	Head Master (B.T. Teacher)	Trained Graduate	(i) 450-20-590-25-740-30-800 (ii) 600-30-750-35-890-40-1050 (Selection Grade) (iii) 675-35-885-45-1200 (Special Grade)	*Additional Dearness Allowance*	*Grade II Grade III* Below Rs. 400 —25—15 Rs. 400—699—40—25 Rs. 700—999—65—40 Rs. 1000—1299—90—50 Rs. 1300—1599—115—50 *City Compensatory Allowance* *Madras & 32 K. M. other around* Below Rs. 400—25—15 Rs. 400— 699— 40—25 Rs. 700— 999— 65—40 Rs. 1000— 1299— 90—50 Rs. 1300—1599—155—50 *Headmaster's Allowance in Primary Schools* Rs. 5—upto 4 Teachers Rs. 10 above 4 Teachers School *House Rent Allowance* Grade I(a) Grade II (b) Rs. 1600—1899—Rs. 255—150/- Rs. 1900—2199—Rs. 300—150/- Rs. 2200—2499—Rs. 325—150/- Rs. 2500 & above—Rs. 350—150/-
	Head Master (Sec. Grade Teachers)	S.S.L.C. & T.S.L.C.	(i) 400-15-490-20-650-25-750 (Ordinary) (ii) 450-20-590-25-740-30-800 (Selection Grade)	Nil	
	Secondary Grade Teacher	S.S.L.C. & T S.L.C.	(i) 350-10-420-15-600 (Ordinary) (ii) 400-15-490-20-650-25-700 (Selection Grade)		
	Higher Grade Teacher	S.S.L.C. VIII Std. & T.S.L.C.	(i) 280-5-320-10-450 (Ordinary) (ii) 310-10-470-15-500 (Selection Grade) (iii) 325-10-445-15-550 (Special Grade)		
Government/ Private (Aided) High Schools	Head Master	Trained Graduate	(i) 675-35-885-45-1200 (Ordinary) (ii) 750-50-1350 (Selection Grade)		*House Rent Allowance* Gr.II Gr. III Rs. 1600—1899 Rs. 1900—2199 Rs. 2200—2499 — Rs.125-50 Rs. 2500 & above
	Assistant Teacher	Trained Graduate	(i) 450-20-590-25-750-30-800 (Ordinary Grade) (ii) 600-30-750-35-890-40-1050 (Selection Grade) (iii) 675-35-885-45-1200 (Special Grade)		
	Secondary Grade Teacher	S.S.L.C. & T.S.L.C.	(i) 350-10-420-15-600 (Ordinary) (ii) 400-15-490-20-650-25-700 (Selection Grade) (iii) 450-20-590-25-740-30-800 (Special Grade)		
Government/ Private Secondary Schools	Head Master	Trained Post-Graduate	750-50-1350		*Hill Allowance* 5% to 10% of Basic Pay depending on the situation of posting. *Headmaster's Allowance* Pay Scale Rs. 675—1200 is Rs. 50/-
	Assistant Teacher	Trained Post-Graduate	675-35-885-45-1200		
			20. TRIPURA		
Government/ Private (Aided) Schools	Head Master Assistant Teacher	Trained Graduate	560-25-710-30-860-40-1300	*Upto Rs.* 300 93.5% of Pay subject to minimum of 76% of Pay + Rs. 30 & maximum of Rs. 278(—) 10.5% of Pay Additional Dearness Allowance Rs. 65 merged in the Pay minimum of Rs. 86 maximum Rs. 95/- Rs. 300—Rs. 313 Amount by which Pay+ Dearness Allowance/ Additional Dearness Allowance falls short of Rs. 578 (—) Dearness Allowance & Additional Dearness Allowance of Rs. 99/-	*House Rent Allowance* Upto Rs. 300 Rs. 25 in Municipal Area and Rs. 20 outside Municipal area Rs. 300—Rs. 500 Rs. 40 in Municipal Area and Rs. 30 outside Municipal Area
		Trained	430-15-580-20-600-25-850		
		Trained/ Un-Trained Graduate	560-25-710-30-860-40-1300		
Government/ Private Middle Schools	Head Master	Trained Hons. Graduate Post-Graduate	600-30-950-40-990-45-1440		
		Trained Graduate	560-25-710-30-860-40-1300		

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Government/ Private (Aided) High School/ Higher Secondary Schools	Headmaster (High School)	Trained Hons. Graduate	650—40—1050—45—1095—50—1595	*Rs. 314 & above* 12·5% of Pay+Rs. 210/- minimum of Rs. 264 maximum of Rs. 300(—) 12·5% of Pay+Rs. 45/- subject to minimum of Rs. 99/- maximum of Rs. 135./-	*Above Rs. 500/-* Rs. 60 in Municipal Area & Rs. 50/- outside Municipal Area *City Compensatory Allowance* 6% of Pay *Medical Allowance* Rs. 10/-
	Headmaster (Hr. Sec. School)	Trained Post-Graduate	800—50-1050-55-1380-60-1860		
	Assistant Headmaster	Trained Post-Graduate	650-40-1050-45-1095-50-1545		
	Assistant Teacher	Trained Post-Graduate	600-35-590-40-990-45-1440		
		Trained Graduate	560-25-710-30-860-40-1300		
		21. UTTAR PRADESH			
Government Primary Schools	Headmaster	Matric & Trained B.T.C.	450-15-540-EB-16-635-EB-16-700-20-720	*Dearness Allowance* w.e.f. December 1, 1982 up to Rs. 675/- 43·2% maximum of Rs. 288/- Rs. 676/ Rs. 1500/- 76% of Pay minimum Rs. 1501—2799 Rs. 540/- Rs. 2800—2999 Rs. 840/- Above 3000 Rs. 900./-	*House Rent Allowance* (A) (B) (C) Upto Rs. 340 30 15 10 Rs. 340— 600 60 30 20 600— 900 90 45 30 900—1200 120 60 40 1200—1400 150 75 50 1400—1700 200 100 65 1700—2000 200 125 85 2000—2400 300 150 100 Above 2400 400 200 125
		Matric Trained	365-8-405-10-425-EB-10-485-EB-10-495-10-555		
		Passed Junior High School	350-6-380-8-391-EB-8-444-EB-8-460-10-500		
Government Middle Schools	Headmaster	Trained Graduate & Matric & J.T.C. B.T.C.	540-15-600-20-640-EB-20-760-EB-30-910	*Additional Dearness Allowance* Upto Rs. 300 17·5% of Pay, Minimum of Rs. 30 maximum Rs. 50+80% of pay.	(A) Kanpur, Allahabad, Agra, Lucknow etc. (B) Moradabad, Aligarh, Dehradun, Faizabad, etc. (C) Jonpur, Haridwar, Sitapur, Roorkee, etc.
		B.T.C.	(i) 400-10-470-EB-500-15-560-EB-15-620 (ii) 450 15-540-EB-16-636-EB-16-700-20-720	Rs. 300/-Rs. 400/- Rs. 62+76% of Pay	
		Matric Trained	365-8-405-10-425-EB-10-485-EB-10-495-10-555	Rs. 400—Rs. 800/- 72·5% minimum 15.5% of Pay+Rs. 304/-	
Government High Schools	Headmaster	Trained Graduate	770-40-1050-EB-50-1300-60-1420-EB-60-1600	*Additional Dearness Allowance* Rs. 800—Rs. 900	Do.
	Assistant Teacher	Trained Graduate	540—15-600-20-640-EB-20-700-EB-30-910	Rs. 100+57% of pay Rs. 900—Rs. 1000	
		Trained Inter	450-15-540-EB-16-635-EB-16-700-20-720	Rs. 127+57% of Pay Rs. 1000—Rs. 1030	
Government Inter College	Principal	Trained Post-Graduate	850-40-1050-EB-50-1300-60-1420-EB-60-1720	Amount which falls short of Rs. 1697/- Rs. 1030—Rs. 2000	
	Lecturer	Post-Graduate	650-30-830-EB-30-920-40-1080-50-1280	Rs. 667/- Rs. 2001—2749 Rs. 910/- Above Rs. 2750/- Rs. 1050/-	
		22. WEST BENGAL			
Government/ Private(Aided) Primary Schools	Head Teacher	Trained Matric	300-10-400-15-565-20-685	Further Additional Dearness Allowance upto Rs.300/- 36% of pay +73.5% of pay subject to minimum of Rs. 35/-+56% of Basic and Maximum of Rs. 218(—) (Dearness Pay+Dearness element now being drawn)	*Headmaster's Allowance* Rs.35/- House Rent Allowance. 5% to 15% depending on the Area in West Bengal.
	Assistant Teacher	Un-Trained Matriculate	(i) 280-8-304-10-12-442-15-577-20-617 (ii) 260-7-295-8-311-10.421-12-481-14-537		
Government/ Private Middle Schools	Headmaster/ Head Teacher	Trained Graduate	Pay as Teacher according to qualification and special pay Rs. 75.		
		Trained Hons. Graduate	500-20-540-25-640-30-820-40-1260-50-1360	Above Rs. 300/- upto Rs. 400/- 27% of Pay minimum Rs. 108/—+ Rs. 62+52% of Pay	
		Trained Graduate	440-20-560-25-785-30-875-35-1050-40-1170		
Government/ Private High/Hr. Secondary Schools	Headmaster	Trained Graduate/ Trained Post-Graduate	660-40-1100-50-1600 (with initial start Rs. 940+ Special Pay of Rs. 100 for Heads of (10+2) Higher Secondary only.	(—) D.P.+ Dearness element now being drawn Rs. 400/- Rs. 800/- 54.5% of Pay minimum of 15.5%+Rs. 280(—)D.P. +D.E. now being drawn	

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	Assistant Teacher	Trained Post-Graduate Trained Hons. Graduate	550-25-625-30-745-35-780-40-1220-50-1470 500-20-540-25-640-30-820-40-1260-50-1360	Rs. 800—Rs. 900/- 27% of pay + 42% pay (—) D.P.+D.E. Rs. 900 Rs. 1000 Rs. 243+Rs' 107 +39% of Basic Pay (—) D.P.+D.E. Rs. 1000/- Rs. 1030/- Rs. 1760(—) Basic Pay+ D.E. Above Rs. 2000 upto Rs. 2749 Rs. 730 (D.P. & D.E.)	

23. ANDAMAN / NICOBAR ISLANDS

Government/ (Aided) Primary Schools	Headmaster	Trained Matric/Higher Secondary	(i) 425-15-560-EB-20-640 (ii) 600-25-750 (Selection Grade)	Pay Range Allowance Rate Upto Rs. 299/- 36% of Pay Rs. 300-400 Rs. 108 Rs.401-850/- 27% of Pay Rs. 851-1600 Rs. 243/- fixed	Andaman Special Allowance Mainland recruits draw Andaman Special Allowance rangirg from 20% to 30% on Basic pay depending on the Areas on posting subject to a maximum of Rs. 300/-fos south Andaman 350/-maximum for Middle. & North Andaman and Rs. 400/-maximum for Car Nicobar Islands
	Assistant Teacher	Trained Matric/ Higher Secondary	(i) 330-10-350-EB-380-15-500-EB-15-560 (ii) 530-20-630 (Selection Grade)		
Government/ (Aided) Middle Schools	Headmaster	Trained Post-Graduate Trained Graduate	(i) 550-25-750-EB-30-900 (ii) 775-35-880-40-1000 (Selection Grade)	Additional Dearness Allowance Upto Rs. 300—97.5% of Pay minimum Rs. 35+ 80% of Pay and Maximum of Rs. 290/- Rs. 300-400 Rs. 62/- +76% Rs. 400-800-72.5% of Pay subject to minimum of 15.5. % of Pay + Rs. 304 Rs. 800— 900 Rs. 100+ 60% Rs.900. 1000 Rs.127+ 57% Above Rs. 1000 upto Rs. 1030 Amount by which Pay falls short of Rs. 1697 Rs. 1030-2000 Rs. 667./-	Special Allowance to Local Recruits. Special pay as given above if posted to an Area other than the Area of one's permanent resident and Area of recruitment, persons appointed under the category ocally available also get free Sea passage as above if they belong to mainland Compensatory Allowance 12.5% of Basic pay subject to maximum of Rs. 150/-p.m.
	Assistant Teacher	Trained Graduate	(i) 440-20-500-EB-25-700-25-750 (ii) 740-35-880 (Selection Grade)		
		Trained Graduate	530-20-630 (Selection Grade)		
Government/ (Aided) High/ Hr. Secondary Schools	Principal (Higher Secondary School)	Trained Post-Graduate	1100-50-1600		
	Headmaster (High Schools)	Trained Post-Graduate	650-30-740-35-810-EB-35-880-40-1000-EB-40-1200		
	Assistant Teacher	Trained Post-Graduate Trained Graduate	(i) 550-25-750-EB-30-900 (ii) 775-35-880-40-1000 (Selection Grade) (i) 440-20-500-EB-25-700-25.750 (ii) 740-35-880- (Sele. Gr.)		
		Trained Matric Higher Secondary/ Un-Trained Graduate.	(i) 330-10-350-380-EB-15-500-15-560 (ii) 530-20-630 (Selection Gr.)		

24. ARUNACHAL PRADESH

Government Primary Schools	Headmaster/ Assistant Teacher	Trained Matric/ Graduate	(i) 330-10-350-EB-10-380-15-500 EB-15-560 (ii) 530-20-680 (Selection Grade).	As per Central Government rules	House Rent Allowance Free accommodation is provided Special Compensatory Allowance, 25% of pay for pay upto Rs. 500/-Rs. 150/- minimum for Pay between Rs. 501/- to Rs. 650/-Rs. 225/-for Pay between Rs. 650/- and Rs. 1000/- There are no Private (Aided) Schools in Arunachal Pradeh.
		Matric Un-trained Graduate	(i) 260-6-290-EB-6-326-8-366-EB-8-390-10-400 (ii) 225-308		
Government Middle Schools	Headmaster/ Assistant Teacher	Trained Graduate	(i) 440-20-500-EB-25-700-EB-25-750 (ii) 740-35-880 (Selection Grade)		
Government High Schools	Principal Headmaster/ Vice-Principal	M.A., B.T. Trained Post-Graduate	1100-50-1600 650-30-740-35-810-EB-35-880-40-1000-EB-40-1200		
	Assistant Teacher	Post-Graduate	(i) 550-25-750-EB-30-900 (ii) 440-20-500-EB-25-700-EB-25-750		
Government Higher Secondary Schools	Principal	Trained Post-Graduate	1100-50-1600		

1	2	3	4	5	6
	Vice-Principal	Trained Post-Graduate	650-30-740-35-810-EB-35-880-40-1000-EB-40-1200		
	Assistant Teacher	Post-Graduate	(i) 550-25-750-EB-30-900 (ii) 440-20-500-EB-25-700. EB-25-750		

25. CHANDIGARH

Government Primary Schools	Headmaster/ Assistant Teacher	Trained Matric	480-15-600-20-700-25-850-30-880	*Dearners Allowance* Upto Rs. 600/. 52.5% of Pay subject to a maximum Rs. 304+ 0.5% of pay on account of restoration of cut subject to a maximum of Rs. 2/-	*City Compensatory Allowance* Pay Range — Allowance Rs. 300—399 Rs. 15 Rs. 400—499 Rs. 25 Rs. 500—599 Rs. 45 Rs. 600—799 Rs. 55 Rs. 800—899 Rs. 65 Rs. 900 & above Rs. 75
Government Middle Schools	Headmaster	Trained Graduate	700-25-850-30-1000-40-1200-50-1580+ Rs. 20/- P.P. at maximum		
	Assistant Teacher	Trained Graduate	602-20-700-25-850-30-1000-40.1200. (with a start of Rs. 660)		
		Trained Matric	480-15-600-20-700-25-850-30-880	Rs. 601/- ,Rs. 1400/	*House Rent Allowance*
Government High/Hr. Secondary Schools	Principal	Trained Graduate	(i) 1200-50-1400-60-1700 (ii) 825-25-850-30-1000-40-1200-50-1400-60-1580	42.65% of pay subject to minimum of Rs. 304/- and maximum of Rs. 570+ 0.5% of Pay on account of restoration of cut subject to maximum of Rs. 2/- Rs. 1401/- Rs. 1430/- and above	Upto Rs. 400/- Rs. 40 Rs. 401— 600 Rs. 50 Rs. 601— 800 Rs. 100 Rs. 801—1000 Rs. 150 Rs. 1001—1300 Rs. 250 Rs. 1301—1600 Rs. 350 Rs. 1801—2250 Rs. 400 Rs. 2251 & above Rs. 500
	Headmaster	Trained Graduate	700-25-850-30-1000-40-1200-50-1580+ Rs. 20 P.P. at maximum		
	Lecturer	Post-Graduate	700-25-850-30-1000-40-1200-50-1300		
	Assistant Teacher	Trained Graduate	620-20-700-25-850-30-1000-40-1200 (with a start of Rs.660/-w.e.f. January 1, 1978)	Amount by which Pay+ D.A. i.e. Rs. 547 falls short of Rs. 1970+7 on account restoration of cut	

26. DADRA & NAGAR HAVELI

Government Primary Schools	Headmaster	P.S.C./S.S.C. with P.T.C. & J.R. P.T.C.	440-20-500-EB-25-700-EB-25-750	As per Central Government rules–	*Local Allowances* (i) Pay below Rs. 300/ 5% (ii) Pay above Rs. 300/ 4.5% Children Education Allowances (i) Upto Standard V Rs. 15 per month per child; (ii) Standard VI to Degree course Rs. 20/- per monthe per child subject to maximum of Rs. 60/- p.m.
	Assistant Teacher	P.S.C./S.S.C. Trained Un-Trained Graduate	330-10-350-EB-380-15-500-EB-15-560 425-15-560-EB-20-640		
Government/ Private(Aided) Middle Schools	Headmaster	Trained Graduate	550-25-750-EB-20-900		
	Assistant Teacher	Trained Graduate	(i) 440-20-500-EB-25-700-EB-25-750 (ii) 330-10-380-15-500-EB-15-560		
Government/ Private (Aided) High/Higher Secondary Schools	Headmaster	Trained Graduate	650-30-740-35-810-EB-15-880-40-1000-EB-40-1200		
	Assistant Teacher	Trained Graduate	440-20-500-EB-25-700-EB-25-750		

27. DELHI

Government/ Private (Aided) Primary Schools	Headmaster	Passed Matric & Trained	(i) 425-15-560-EB-20-640 (ii) 600-25-750 (Selection Grade for 20% of posts)	As per central Government Rules	*House Rent Allowance* 15% of Basic Pay
	Assistant Teacher	Passed Matric & Trained	(i) 550-25-750-EB-30-900 (ii) 775-35-880-40-1000 (Selection Grade for 20% of posts)		*City Compensatory Allowance* 6% of the Basic Pay+ Dearness Pay subject to a minimum of Rs. 12.50 and maximum of Rs. 75/-

1	2	3	4	5	6
Government/ Private (Aided) Middle Schools	Headmaster	Trained Graduate	(i) 550–25–750–EB–30–900 (ii) 775–35–880–40–1000 (Selection Grade for 20% of posts)		
	Assistant Teacher	Trained Graduate	(i) 440–20–500–EB–25–750 (ii) 740–35–880 (Selection Grade for 20% of posts)		
Government/ Private (Aided) Higher Seondary Schools	Principal (Higher Secondary)	Trained Post-Graduate	1100–50–1600		
	Principal (Secondary)	Trained Post-Graduate	650–30–740–35–810–EB–35–880–40–1100–EB–40–1200		
	Assistant Teacher	Trained Post-Graduate	(i) 550-25–750-40–900 (ii) 775–35–880–40–1000 (Selection Grade for 20% of posts)		
		Trained Graduate	(i) 440–20–500–EB–25–750 (ii) 740–35–880–40–1000 (Selection Grade for 20% of posts)		

28. GOA, DAMAN & DIU

Government/ Private (Aided) Primary Schools	Headmaster	Matric Trained	440–20–500–EB–25–700–EB–25–750	*Dearness Allowance* Upto Rs. 300/- 36% of Pay Minimum Rs. 108/- Maximum Rs. 243/-	*Compensatory Allowance* Below Rs. 750/- 3.5% of Pay maximum Rs. 10/-
	Assistant Teacher	Matric	330–10–EB–380–15–500–EB–15–560		
		Higher Secondary	(i) 290–8–330–10–EB–12–500–EB–15–560		
			(ii) 260–6–290–EB–6–326–8–360–EB–8–380–10–400		
		Un-Trained	425–15–560–EB–20–640		
Government/ Private (Aided) Middle Schools	Headmaster	Trained Graduate	550–25–750–EB–30–900	*Additional Dearness Allowance* Upto Rs. 300–97.5% of Pay subject to a minimum of Rs. 35+80% of pay and maximum of Rs. 290/-	(*) Rs. 800/- Rs. 900/- Rs. 100+65% of Pay Above Rs. 750/- Amount by which Pay falls short of Rs. 759/-
	Assistant Teacher	Trained Graduate	440–20–500–EB–25–700–EB–25–750		
		Matric Trained	330–10–EB–380–15–500–EB–15–560		
		Un-Trained Graduate	425–15–560–EB–20–640		
Government/ Private (Aided) Higher Secondary Schools	Principal	Trained Post-Graduate	1100–50–1600	Rs. 300 Rs. 400 Rs. 67+76% of Pay Rs. 400 Rs. 800/72.5% of Pay subject to a minimum of 15.5%+Rs. 304*	*House Rent Allowance* 7.5% of Pay
	Vice-Principal	Trained Post-Graduate	650–30–740–35–810–EB–35–880–40–1000–EB–40–1200		
	Assistant Teacher	Trained Graduate	440–20–500–EB–25–700–EB–25–750	Rs. 900/- Rs. 1000/- Rs. 127+57% of Pay	
		Trained Post-Graduate	550–25–750–EB–30–900	Rs. 1030/–Amount by which Pay falls short of Rs. 1697/-	
				Rs. 1030/- Rs. 2000/- Rs. 667/-	

1	2	3	4	5	6
			29. LAKSHADWEEP		
Government Primary Schools	Headmaster	Passed Matric and Trained with Knowledge of Malayalam	(i) 440–20–500–EB–25–700–EB–25–750 (ii) 740–35–880 (Selection Grade)	As per Central Government Rules	*Compensatory Allowance* 10% of Pay *House Rent Allowance* 7.5% or rent free accommodation to all exceptives *Special Allowance* @35% of Pay
	Assistant Teacher	Trained Matric	(i) 330–10–350–EB–380–15–500–EB–25–750 (ii) 530–20–630 (Selection Grade for 20% of Posts)		
Government Middle Schools	Headmaster	Trained Graduate	(i) 550–25–750–EB–30–900 (ii) 575–35–880–40–1000 (Selection Grade for 20% of posts)		
	Assistant Teacher	Passed S.S.L.C. & Trained	(i) 330–10–350–EB–380–12–500–EB–15–560 (ii) 530–20–630 (Selection Grade for 20% of posts)		
Government High/Higher Secondary Schools	Headmaster	Trained Graduate	650–30–740–35–810–EB–35–880–40–1000–EB–40–1200		
	Assistant Teacher	Trained Graduate	(i) 440–15–545–EB–15–560–20–700–EB–750 (ii) 740–35–880 (Selection Grade 20% of posts)		
Private (Aided) Primary/ Middle/High/ Higher Secondary Schools	There are no such Schools under these Managements.				
			30. MIZORAM		
Government Primary Schools	Assistant Teacher	Matric Trained	330–10–380–EB–12–500–EB–15–560	As Per Central Government Rules	*Headmaster Allowance in Primary Schools* Rs. 5/-if the number of Teachers in schools is upto 3 and Rs.10/-if it is above 3 *Compensatory Allowance*]
		Matric Trained or Under Matric Trained	260–6–326–EB–8–366–EB–8–390–10–400		
		Under Matric Non Trained	225–5–260–6–290–EB–6–308		Aizawl District 20% of Pay subject to a maximum of Rs. 175/- Lunglei Town and places 25 K.M. around it—25% of Pay subject to maximum of Rs. 225 Chimtuipui District and places in Lunglei District outside radius of 25 K.M. from Town 30% of Pay maximum of Rs. 275/-]
Government Middle Schools	Headmaster	Trained Graduate	550–25–750–EB–30–900		*C.C.A.* Nil
	Assistant Teacher	Trained Graduate	440–20–500–EB–25–700–EB–25–750		*H.R.A.* 7·5% of Pay
		P.U.C./ Intermediate/ Matric Trained	330–10–380–EB–12–500–EB–15–560		
		Matric Un-Trained	260–6–296–EB–6–326–8–366–EB–8–390–10–400		
Government High/Higher Secondary Schools	Principal (Hr. Sec. School)	M.A. IInd Class	1100–50–1300–60–1600		*District Area Allowance* Admissible only when Mizoram is declared as disturbed Area

1	2	3	4	5	6
	Headmaster (High School)	Trained Graduate	650–30–740–35–810–EB–35–880–40–1000–EB–40–1200		*Pay range Allowance rate* For Pay upto Rs. 270 Rs. 45 Rs. 450 — Rs. 799 Rs. 65 Rs. 1100—Rs. 1499 Rs. 100
	Assistant Teacher	Trained Post-Graduate	(i) 550–25–750–30–900 (Selection Grade) (ii) 440–20–500–EB–25–700–EB–25–750		*Pay range Allowance rate*
		Graduate	425–15–500–EB–15–560–20–700		Rs. 270-449 Rs. 55 Rs. 800-1099 Rs. 75 Rs. 1500 & above Rs. 150

31. PONDICHERRY

Government Primary Schools	Headmaster Senior Grade Teacher	S.S.L.C. Trained or equivalent	(i) 425–15–560–EB–20–640 (ii) 330–10–350–EB–15–380–15–500–EB–15–560	Rs. 300 to 400 Rs. 62+76% of Pay Rs. 400 to 800—72·5% of Pay subject to a minimum of Rs. 15·5% of Pay+Rs. 304 Rs. 800 to 900 Rs. 100+60% of Pay Rs. 900 to 1000— Rs. 127+57% of Pay Rs. 1000 to 1030— Amount by which Pay falls short of Rs. 1697 Rs. 1030 to 2000—Rs. 667	*House Rent Allowance* As per Central Government Rules *Headmaster's Allowance* Nil *City Compensatory Allowance* Nil
Government Middle Schools	Headmaster	Trained Graduate	550–25–750–EB–30–900		
	Assistant Teacher (Grade "II")	Trained Graduate	440–20–500–EB–25–700–EB–25–750		
	Senior Grade Teacher	Passed Matric & Trained	330–10–350–EB–15–380–15–500–EB–15–560		
Government High/Higher Secondary Schools	Headmaster (Grade II)	Trained Graduate	650–30–740–35–810–EB–35–880–40–1000–EB–40–1200		
	Assistant Teacher (Grade I)	Trained Graduate	550–25–750–EB–30–900		
Government High Schools	Assistant Teacher (Grade II)	Trained Graduate	440–20–500–EB–25–700		
Government Higher Secondary Schools	Principal	Trained	700–40–1100–50–1300		
	Assistant Teacher	Post-Graduate Trained	550–25–750–EB–30–900		
Private (Aided)	Scales of Pay are not uniform				

□ □ □

APPENDIX XIII(xvii)

SINGLE TEACHER SCHOOLS IN DIFFERENT STATES 1978–79*

Sl. No.	States/Union Territories	No. of single teacher schools	% of total number of primary schools
1	2	3	4
1.	Andhra Pradesh	21544	54.27
2.	Assam	6187	28.64
3.	Bihar	17085	33.54
4.	Gujarat	6182	56.42
5.	Haryana	951	17.66
6.	Himachal Pradesh	1871	42.37
7.	Jammu & Kashmir	5268	78.52
8.	Karnataka	16341	72.54
9.	Kerala	24	0.40
10.	Madhya Pradesh	25201	47.04
11.	Maharashtra	17827	52.75
12.	Manipur	181	5.27
13.	Meghalaya	2296	64.22
14.	Nagaland	45	4.64
15.	Orissa	14698	45.78
16.	Punjab	2753	20.53
17.	Rajasthan	11978	57.53
18.	Sikkim	44	14.72
19.	Tamil Nadu	2618	9.49
20.	Tripura	579	36.81
21.	Uttar Pradesh	8583	12.60
22.	West Bengal	1655	3.88
23.	A. & N. Islands	37	23.12
24.	Arunachal Pradesh	528	71.84
25.	Chandigarh	0	0.00
26.	Dadra & Nagar Haveli	111	82.84
27.	Delhi	4	0.25
28.	Goa, Daman & Diu	173	18.19
29.	Lakshadweep	1	5.88
30.	Mizoram	74	14.34
31.	Pondicherry	92	32.86
	ALL INDIA	164931	34.75

*Source : Fourth All India Educational Survey, National Council of Educational Research and Training, 1982.

APPENDIX XIII(xviii)

PUPIL-TEACHER RATIO (1969-70 & 1979-80)*

Sl. No.	States/Union Territories	Primary		Middle		High/Higher Secondary	
		1969-70	1979-80	1969-70	1979-80	1969-70	1979-80
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	40	48	33	36	19	25
2.	Assam	42	35	23	23	23	24
3.	Bihar	40	40	34	35	29	29
4.	Gujarat	38	42	38	39	27	26
5.	Haryana	40	37	30	31	32	32
6.	Himachal Pradesh	28	31	21	23	26	27
7.	Jammu & Kashmir	33	25	24	20	22	19
8.	Karnataka	42	46	39	46	23	25
9.	Kerala	39	34	33	32	27	30
10.	Madhya Pradesh	32	37	26	27	24	24
11.	Maharashtra	33	39	35	36	26	28
12.	Manipur	22	16	21	19	19	22
13.	Meghalaya	0	30	0	17	0	21
14.	Nagaland	24	21	17	15	20	24
15.	Orissa	32	37	16	17	20	18
16.	Punjab	37	41	30	25	82	23
17.	Rajasthan	31	40	24	27	22	21
18.	Sikkim	0	21	0	20	0	22
19.	Tamil Nadu	35	39	33	37	24	26
20.	Tripura	37	35	26	25	19	21
21.	Uttar Pradesh	51	37	27	24	29	29
22.	West Bengal	35	34	27	28	28	26
23.	A. & N. Islands	23	22	22	19	17	20
24.	Arunachal Pradesh	22	28	13	21	14	21
25.	Chandigarh	31	18	30	47	27	21
26.	Dadra & Nagar Haveli	33	47	27	31	15	17
27.	Delhi	32	35	27	24	22	24
28.	Goa, Daman & Diu	42	29	25	29	27	27
29.	Lakshadweep	34	36	21	26	13	19
30.	Mizoram	0	32	0	14	0	20
31.	Pondicherry	35	33	31	30	24	25
	ALL INDIA	39	38	32	33	26	26

*Source : Selected Educational Statistics 1981-82, Ministry of Education.

APPENDIX XIII(xix)

PARTICIPATION RATES 1978-79*

Sl. No.	States/Union Territories	Primary Classes I-V (6-11 years)			Middel Classes VI-VII (11-14 years)			Higher Secondary Classes IX-XI /XII (14-17 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh . .	88·60	65·00	77·10	36·60	18·50	27·70	15·20	6·60	11·00
2.	Assam	80·80	63·10	72·20	45·00	29·70	37·40	20·50	12·00	16·40
3.	Bihar	103·70	46·40	75·90	36·40	9·60	23·40	15·00	2·80	9·70
4.	Gujarat	115·70	82·90	99·80	57·50	35·20	46·70	24·00	13·90	19·10
5.	Haryana . . .	92·30	49·60	71·90	63·60	23·80	44·70	13·00	7·90	15·20
6.	Himachal Pradesh . .	166·50	82·00	122·90	81·60	33·30	57·00	8·70	12·60	25·40
7.	Jammu & Kashmir . .	87·70	46·80	66·90	51·60	24·00	37·90	21·60	9·70	16·20
8.	Karnataka	100·30	80·80	90·90	47·20	28·30	37·90	20·20	10·60	15·40
9.	Kerala	101·30	79·10	90·50	94·70	86·10	90·50	41·50	38·80	40·10
10.	Madhya Pradesh . .	79·30	39·90	60·30	65·40	15·20	29·20	18·20	6·10	12·40
11.	Maharashtra . . .	120·40	93·10	107·10	57·60	32·90	45·50	26·70	12·70	19·80
12.	Manipur	130·80	101·00	115·70	73·60	38·70	55·30	35·00	18·30	26·20
13.	Meghalaya . . .	124·30	111·90	118·00	45·80	36·70	41·00	32·50	23·00	27·60
14.	Nagaland	141·00	108·30	124·80	61·90	47·10	54·50	26·00	14·70	20·50
15.	Orissa	96·70	63·40	80·50	37·30	17·10	37·40	21·70	7·90	15·00
16.	Punjab	115·70	102·90	109·60	68·40	48·40	59·25	27·10	18·70	23·20
17.	Rajasthan	76·70	26·00	52·30	42·10	10·80	27·20	23·80	5·60	15·20
18.	Sikkim	149·00	95·40	122·50	37·80	18·90	27·80	10·20	4·50	7·30
19.	Tamil Nadu . . .	118·40	102·00	110·40	62·10	38·70	50·70	30·60	16·20	23·50
20.	Tripura	92·90	64·80	78·70	44·90	26·10	34·80	25·00	8·80	19·70
21.	Uttar Pradesh . . .	90·00	42·30	67·00	51·90	15·70	34·70	40·00	9·00	5·40
22.	West Bengal . . .	75·40	67·90	71·70	36·90	24·00	30·50	15·60	11·00	13·40
23.	A. & N Islands . . .	132·30	106·90	119·00	36·30	53·60	69·20	19·20	18·20	23·40
24.	Arunachal Pradesh . .	0·00	46·80	71·80	28·70	11·10	19·90	2·30	2·30	5·40
25.	Chandigarh . . .	67·70	61·00	64·60	56·90	52·30	54·80	19·20	22·70	23·20
26.	Dadra & Nagar Haveli .	145·60	84·70	114·70	35.50	14·30	24·20	7·10	6·70	8·60
27.	Delhi	105·00	75·70	90·40	84·50	65·90	75·50	42·50	34·90	38·30
28.	Goa, Daman & Diu . .	125·30	104·00	114·10	76·70	59·80	68·80	20·10	19·40	23·40
29.	Lakshadweep . . .	172·70	140·90	156·80	125·00	66·70	95·80	0·00	0·00	31·80
30.	Mizoram	0·00	0·00	0·00	0·00	0·00	0·00	0·00	0·00	0·00
31.	Pondicherry . . .	140·30	95·10	99·70	84·60	51·20	67·60	39·70	18·70	28·90
ALL INDIA		95·60	60·30	79·60	49·80	25·80	38·20	25·40	11·10	18·40

*Source : A Hand Book of Educational and Allied Statistics, Ministry of Education and Culture, 1983.

APPENDIX XIII(XX)

STATEWISE ENROLMENT RATIO IN CLASSES I-V AND VI-VIII OF SCHOOLS FOR GENERAL EDUCATION

Sl. No.	States/Union Territories	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)		
		Boys	Girls	Total	Boys	Girls	Total
	1	2	3	4	5	6	7
1.	Andhra Pradesh	103·4	77·8	90·9	34·4	19·8	27·3
2.	Assam	69·6	56·4	63·3	56·9	37·8	47·6
3.	Bihar	105·3	48·7	77·9	43·3	13·5	28·8
4.	Gujarat	127·2	92·9	110·6	64·4	39·9	52·6
5.	Haryana	105·4	64·6	85·7	72·8	30·0	52·5
6.	Himachal Pradesh	145·8	103·1	123·3	112·6	55·8	82·9
7.	Jammu & Kashmir	110·1	58·4	83·2	60·8	27·4	43·8
8.	Karnataka	89·3	76·6	83·2	56·2	38·1	47·5
9.	Kerala	99·9	99·7	99·8	90·4	87·6	89·0
10.	Madhya Pradesh	96·2	53·4	75·6	47·8	18·1	33·5
11.	Maharashtra	134·3	109·9	122·7	70·2	43·2	56·9
12.	Manipur.	125·9	99·8	112·7	64·6	38·4	50·9
13.	Meghalaya	114·8	105·1	109·9	43·1	31·7	37·2
14.	Nagaland	125·9	100·2	113·3	55·5	41·8	48·7
15.	Orissa	98·4	68·4	83·9	42·7	22·4	32·8
16.	Punjab	110·0	96·3	103·4	70·4	53·6	62·4
17.	Rajasthan	100·1	37·4	69·8	53·6	14·1	34·4
18.	Sikkim	182·2	134·5	158·6	66·8	38·9	52·9
19.	Tamil Nadu	132·7	118·2	125·7	73·0	49·2	61·5
20.	Tripura	127·4	95·3	11·2	53·7	31·7	41·9
21.	Uttar Pradesh.	100·9	48·5	75·4	60·2	21·6	41·5
22.	West Bengal	101·9	70·4	86·6	43·2	26·6	35·0
23.	A. & N. Islands	151·7	124·3	137·7	98·7	66·3	81·9
24.	Arunachal Pradesh	120·3	66·9	93·9	43·9	21·8	32·8
25.	Chandigarh	58·9	52·1	55·5	51·6	44·8	48·3
26.	Dadra & Nagar Haveli	157·4	95·5	125·6	53·6	25·3	38·6
27.	Delhi	115·2	93·2	103·9	98·0	73·6	85·9
28.	Goa, Daman & Diu	116·0	101·8	108·9	101·5	78·2	89·6
29.	Lakshadweep	+	+	+	138·5	79·7	108·0
30.	Mizoram	+	+	+	+	+	+
31.	Pondicherry	127·2	106·9	116·9	105·3	70·5	87·6
ALL INDIA		104·0	69·4	87·2	56·3	30·6	43·9

+Data not available.

**Source* : Selected Educational Statistics, 1982-83, Ministry of Education, p. 30.

APPENDIX XIII(XXi)

STATE WISE COVERAGE UNDER NON-FORMAL EDUCATION FOR ELEMENTARY AGE-GROUP

States/Union Territories		1980-81 (Actual)		1981-82 (Actual)		1982-83 (Proposed)		1983-84 (Proposed)		1984-85 (Proposed)	
		Centre	Coverage	Centre	Coverage	Centre	Coverage	Centre	Coverage	Centre	Coverage
1	2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh .	P	838	20,750	..	..	5,600	1,40,000	4,400	1,12,000	4,480	112,000
	M	..	..	..	..	..	..	..	..	3,200	80,000
Assam . .	P	946	28,380	1,510	42,590	4,000	1,00,000	3,000	75,000	9,306	283,810
	M	..	..	..	..	200	5,000	6,000	1,50,000	12,200	350,000
Bihar . . .	P	2,800	84,000	2,960	88,800	4,640	111,000	5,920	158,000	23,700	713,660
	M	..	..	..	..	800	28,000	1,000	30,000	2,878	86,340
Gujarat . .	P	167	5,435	280	7,500	618	18,540	620	18,600	7,500	224,000
	M	..	..	..	..	..	..	..	..	..	..
Haryana . .	P	3,074	73,000	3,284	77,000	3,550	90,000	3,550	2,08,000	3,550	204,000
	M	60	1,000	20	1,000	50	2,000	60	2,000	60	1,000
Himachal Pradesh	P	12	333	14	187	110	2,200	110	2,200	110	11,000
	M	3	07	2	81	90	2,700	90	2,700	90	13,000
Jammu & Kashmir	P	1,735	11,000	..	15,000	..	22,000	..	30,000	..	50,000
	M	..	8,000	..	9,000	..	11,000	..	11,000	..	23,000
Karnataka .	P	200	5,0000	100	2700	900	27,500	1,200	30,000	2,000	50,000
	M	..	..	..	..	..	..	..	..	..	..
Kerala . .	P	..	..	..	..	..	..	..	..	..	..
	M	..	..	..	..	13,000	..	13,000	..	..	..
Madhya Pradesh	P	1,050	50,000	306	60,000	3,400	64,000	5,000	1,00,000	2,000	40,000
	M	1,000	10,000	306	15,000	..	..	NIL	NIL	NIL	NIL
Maharashtra .	P	1,266	38,730	1,291	38,730	1,291	33,730	2,000	77,460	1,441	103,810
	M	.....Not taken up						..	..	..	..
Manipur . .	P	..	..	..	..	..	..	..	..	..	..
	M	.....Not available						..	..	..	..
Meghalaya . .	P	289	6,000	304	6,000	320	7,000	330	7,000	500	10,000
	M	246	5,000	264	5,000	270	5,000	227	5,000	500	10,000
Nagaland . .	P	16	400	16	480	16	480	16	480	16	480
	M	12	240	12	240	12	360	16	360	16	360
Orissa . .	P	800	16,000	New 1,000	40,000	New 1,600	40,000	New 1,600	40,000	8,000	2,00,000
	M	100	6,600	New 1,200	21,600	New 800	16,000	New 800	16,000	5,600	1,12,000
Punjab . .	P	250	7,085	250	5,155	250	7,500	250	7,500	250	34,740
	M	5	145	500	7,450	600	18,000	600	18,000	600	61,605
Rajasthan . .	P	3,400	85,000	3,322	92,000	616	138,000	11,616	35,000	2,52,000	9,81,000
	M	..	..	..	..	135	4,000	400	12,000	550	16,000
Sikkim . .	P	..	..	..	..	..	..	.....NIL			
	M	..	..	..	..	..	..				
Tamil Nadu .	P	1,424	46,511	996	31,506	1,066	32,040	320	9,100	3,932	1,19,450
	M	..	..	..	..	..	..	.....	.....NIL		
Tripura . .	P	..	..	..	..	15	304	30	600	60	1,200
	M	..	..	..	..	5	7	10	150	20	300
Uttar Pradesh .	P	5,364	1,01,000	11,200	2,38,000	16,800	38,100	22,400	5,76,000	28,000	7,00,000
	M	1,404	19,000	2,400	39,000	3,200	5,400	4,000	84,000	4,800	1,00,000
West Bengal .	P	1,462	93,830	2,296	1,35,730	3,200	16,000	Old 2,000	4,00,000	10,000	5,00,000
	M	2,730	76,000	4,230	97,500	4,530	11,650	N.A.	N.A.	15,023	6,92,200
Arunachal Pradesh	P	..	..	..	..	Not available		.....	.....Not Available		.....
	M	..	..	..	..	..	..	.....	.....Not Available		.....

P=Primary. M=Middle.

APPENDIX XIII (xxi)—*Contd.*

1	2	3	4	5	6	7	8	9	10	11	12
Andaman & Nicobar Islands	P	..	..	..	..	..	..	..	..	..	..
	M	..	..	..	..	11	435	..	..	..	..
Chandigarh .	P	9	186	5	86	5	400	..	..	87	N.A.
	M	..... NIL									
Dadra & Nagar Haveli	P	..... NIL									
	M	..... NIL									
Delhi . . .	P	24	N.A.	24	N.A.	74	N.A.	134	N.A.	200	N.A.
Goa Daman & Diu	P	..... Not available									
	M	..... Not available									
Mizoram . .	P	..... Not available									
	M	20	2,000	20	2,000	20	2,000	20	2,000	80	11,000
Lakshadweep .	P	..... Not available									
	M	..... Not available									
Pondicherry .	P	..... Not available									
	M	100	3,100	100	3,140	75	230	100	3,000	100	15,000
TOTAL .	P	25,118	6,62,642	29,863	8,81,304	53,829	13,34,188	66,311	25,62,440	132,557	4,334,160
	M	5,980	1,31,132	9,063	2,01,021	10,798	2,66,936	13,366	336,210	17,519	1,576,605

P=Primary M=Middle

□ □ □

APPENDIX XIII(xxii)

STATEMENT SHOWING THE GRANTS RELEASED TO NINE EDUCATIONALLY BACKWARD STATES

	1979-80	1980-81	1981-82	1982-83
Andhra Pradesh	3,784,190	873,500 C.O. 3,433,027	6,536,866 C.O. 30,000	64,17,025 C.O. NIL
Assam	4,71,500	C.O. .. C.O. 471,500	1,082,808 C.O. 52,500	4,210,977 C.O. 98,643
Bihar	4,317,383	.. C.O. 4,347,383	8,310,267 C.O. 1,300,983	7,914,430 C.O. 2,002,000
Jammu & Kashmir	NIL	NIL	14,44,475 NIL	109,025 C.O. 1,444,475
Madhya Pradesh	3,175,100	866,300 C.O. 2,459,600	2,387,500 C.O. 2,981,650	1,673,777 C.O. 4,032,363
Orissa	13,25,000	NIL C.O. 1,325,000	5,064,427 C.O. 9,49,773	3,188,300 C.O. 3,945,200
Rajasthan	1,101,600	454,400 C.O. 1,101,600	2,843,000 C.O. 690,000	3,211,773 C.O. 2,344,000
Uttar Pradesh	3,661,600	3,943,700 C.O. 2,317,600	4,919,600 C.O. 2,837,500	13,373,326 C.O. 8,15,512
West Bengal	2,168,600	NIL C.O. 2,168,000	5,239,096 C.O. 749,600	6,108,430 C.O. 2,892,896
TOTAL	19,975,973	6,138,400	35,878,039	46,207,036

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APPENDIX XIII(xxiii)

STATEMENT SHOWING ACHIEVEMENT IN NON-FORMAL EDUCATION EXPERIMENTAL PROGRAMME

Block	Year	Total No. of students	Passed in internal Examination Classwise					Total	Admitted in formal Schools					Total	Passed Public exams at class IV or V	
			I	II	III	IV	V		I	II	III	IV	V		Appeared/ passed	
Tamulpur, Dist. Kamrup, Assam.	1979-80	250	103	52	29	11	..	195	33	15	7	..	..	55		
Nanjanguda, T. Karnataka	1979-80	448	186	118	72	29	2	407	24	5	9	2	..	41		
Danagadi Block . ..	1979-80	385	183	124	51	8	1	367	4	..	..	5	6	18	(admitted in class 6th 3 boys after pass in V)	
St. Thomas Mount, Tamil Nadu.	1979-80	400	149	119	99	..	..	367	20	11	6	4	1	42		
Eara II Block, West Bengal	1979-80	431	124	95	70	37	6	332	24	36	27	10	2	99		
	Total	1,923	745	508	321	85	9	1,668	105	68	49	21	9	255		
Multai Block, Madhya Pradesh.	1979-80	588	79	121	58	28	63	349	..	..	..	..	..	105	134	134
Narsingh Garh, Madhya Pradesh	1979-80	390	179	107	33	28	43	390	..	..	..	..	..	..	14	12
	Total	973	258	229	91	56	106	739	..	..	..	..	..	105	148	146
Chandrapur Block, Maharashtra.	1979-80	365	168	32	90	75	..	365	..	..	..	..	..	..	..	..
Chandrapur Block, Maharashtra	1980-81	349	..	..	..	..	..	..	..	..	..	..	..	..	64	48
Dabod Block, Gujarat .	1980-81	233	..	..	..	..	..	..	..	..	..	..	..	..	21	16
Narsingh Garh, Madhya Pradesh.	1980-81	425	..	..	..	..	..	..	..	..	..	..	..	..	35	28
	Total	1,007	..	..	..	..	..	..	..	..	..	..	..	..	120	92
Kanke Block, Bihar .	1980-81	262	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dhankanal . . .	1980-81	166	..	..	..	..	..	..	..	..	..	..	..	..	..	..

□ □ □

APPENDIX XIII(XXiv)

LITERACY RATES (1981)*

Sl. No.	States/Union Territories	*All Ages	*Excluding 0-4	Excluding 0-14
1	2	3	4	5
1.	Andhra Pradesh	29.94	34.09	58.91
2.	Assam	0.00	0.00	0.00
3.	Bihar	26.20	30.24	51.55
4.	Gujarat	43.70	49.90	85.98
5.	Haryana	36.14	41.67	71.09
6.	Himachal Pradesh	42.48	48.58	83.55
7.	Jammu & Kashmir	26.67	30.52	54.24
8.	Karnataka	38.46	43.94	75.67
9.	Kerala	70.42	78.92	138.54
10.	Madhya Pradesh	27.87	32.25	54.84
11.	Maharashtra	47.18	53.60	92.82
12.	Manipur	41.35	47.34	81.41
13.	Meghalaya	34.08	38.96	67.00
14.	Nagaland	42.57	48.71	83.77
15.	Orissa	34.23	38.83	67.35
16.	Punjab	40.86	46.30	80.39
17.	Rajasthan	24.38	28.39	47.97
18.	Sikkim	34.05	39.10	67.24
19.	Tamil Nadu	46.76	52.64	92.00
20.	Tripura	42.12	48.20	82.89
21.	Uttar Pradesh	27.16	31.38	53.42
22.	West Bengal	40.94	46.27	80.54
23.	A. & N. Islands	51.56	58.71	101.44
24.	Arunachal Pradesh	20.79	23.71	40.78
25.	Chandigarh	64.79	74.12	127.46
26.	Dadra & Nagar Haveli	26.67	30.52	52.48
27.	Delhi	61.54	70.41	121.08
28.	Goa, Daman & Diu	56.66	64.83	111.49
29.	Lakshadweep	55.07	63.00	108.34
30.	Mizoram	59.88	68.55	117.88
31.	Pondicherry	55.85	64.02	110.06
ALL INDIA		36.23	64.89	71.28

*Source : Census of India 1981 series-1. India, Primary Census, abstract, Reports and General Population.

APPENDIX XIII(XXV)

PROPORTION OF GOVERNMENT BUDGET (REVENUE ACCOUNT) SPENT ON EDUCATION FOR 1981-82*

Sl. No.	States/Union Territories	1981-82 (B.E.)
1	2	3
1.	Andhra Pradesh	26.60
2.	Assam	27.50
3.	Bihar	28.80
4.	Gujarat	24.40
5.	Haryana	21.30
6.	Himachal Pradesh	20.10
7.	Jammu & Kashmir	18.00
8.	Karnataka	22.60
9.	Kerala	37.20
10.	Madhya Pradesh	22.00
11.	Maharashtra	21.80
12.	Manipur	18.70
13.	Meghalaya	17.70
14.	Nagaland	14.50
15.	Orissa	24.40
16.	Punjab	25.60
17.	Rajasthan	25.30
18.	Sikkim	12.50
19.	Tamil Nadu	26.10
20.	Tripura	21.20
21.	Uttar Pradesh	21.80
22.	West Bengal	25.40
23.	A. & N. Islands	11.90
24.	Arunachal Pradesh	11.00
25.	Chandigarh	27.30
26.	Dadra & Nagar Haveli	26.30
27.	Delhi	33.70
28.	Goa, Daman & Diu	24.40
29.	Lakshadweep	20.30
30.	Mizoram	14.40
31.	Pondicherry	20.50
ALL INDIA		24.50

*Source : A Hand Book for Educational and Allied Statistics', Ministry of Education and Culture, 1983.

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APPENDIX XIII(XXVi)

DISTRIBUTION OF EXPENDITURE (EDUCATION DEPARTMENTS) ON VARIOUS SECTORS OF EDUCATION IN 1982-83 (REVENUE ACCOUNT)*

Sector	Plan		Non-Plan		Total	Percentage
	Amount	Percentage	Amount	Percentage		
1	2	3	4	5	6	7
Elementary Education .	149.87	31.1	1,798.36	6.9	1,948.23	45.2
Secondary Education .	94.60	19.7	1,182.45	30.81	1,277.06	29.6
Adult Education . .	34.46	7.2	7.74	0.2	42.80	0.9
University Education .	102.35	21.3	545.77	14.2	648.12	15.0
Technical Education . .	54.24	11.3	127.86	9.3	182.10	4.2
Sports & Youth Welfare .	19.92	4.1	69.61	1.8	89.53	2.1
Other Educational Programmes	25.79	5.3	102.39	2.8	128.18	3.0
Total (Education) . .	481.23	100.0	3,834.18	..	4,315.41	100.0
Percentage to total Budget Estimates.	7.2	..	16.4	..	13.7	..

**Source :* Planning Commission.

APPENDIX XIII(XXvii)

PLAN OUTLAYS FOR EDUCATION IN FIVE YEAR PLANS*

(Rupees in crores)

	All Sectors	Education	Percentage of outlays for Education to total
1	2	3	4
Ist plan			
Centre . . .	899	44	4.9
State . . .	1,457	126	8.7
Total . . .	2,356	170	7.2
II Plan			
Centre . . .	2,259	70	2.7
State . . .	2,241	207	9.2
Total . . .	4,800	277	5.8
III Plan			
Centre . . .	3,600	148	4.1
State . . .	3,900	412	10.8
Total . . .	7,500	560	7.5
IV Plan			
Centre . . .	8,871	271	3.1
State . . .	7,031	551	7.8
Total . . .	15,902	882	5.2
V Plan			
Centre . . .	20,437	405	2.0
State . . .	18,866	80	3.5
Total . . .	39,303	1,285	3.3
VI Plan			
Centre . . .	47,250	755	1.6
State . . .	50,250	789	4.6
Total . . .	97,500	2,524	2.6

**Source* ; Planning Commission.

APPENDIX XIII(XXviii)

GROWTH OF EXPENDITURE DURING THE LAST DECADE (1974-75 TO 1982-83*)

(Rs. in Crores)

Year	Total Expenditure on Education (Education & other Departments)	Percentage to total Revenue Budget	Annual Growth
1	2	3	4
1974-75 . .	1785.37	16.3	23.1
1975-76 . .	2085.21	15.7	16.8
1976-77 . . .	2348.80	15.5	12.6
1977-78 . .	2719.11	15.7	15.8
1978-79 . .	2959.72	15.7	8.8
1979-80 . .	3499.14	16.3	18.2
1980-81 . .	3746.16	15.4	7.1
1981-82 (Budget)	4344.70	15.1	16.0
1982-83 (Budget)	5185.90	13.8	19.4

**Source* ; Planning Commission.

APPENDIX XIII(XXIX)

TOTAL EXPENDITURE ON DIRECTORATE AND INSPECTORATE IN STATES/UNION TERRITORIES 1977-78*

(Rs. in thousands)

Sl. No.	States/Union Territories	Directorate and Inspectorate			Total Expenditure on all type of Educational Institution.	Grand Total (Col. 5+6)	Percentage of Total Expenditure on Directorate and inspectorate
		Recurring	Non-Recurring	Total			
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	24,103	32	24,135	17,30,773	1,754,908	1.40
2.	Assam	11,662	225	11,887	6,17,104	628,991	1.90
3.	Bihar	54,498	937	55,435	1,540,587	1,596,022	3.50
4.	Gujarat	21,317	0	21,317	1,634,816	1,656,133	1.30
5.	Haryana	14,156	0	14,156	5,27,028	541,184	2.60
6.	Himachal Pradesh	9,685	435	10,120	2,69,588	271,708	3.60
7.	Jammu & Kashmir	8,096	355	8,451	2,18,224	226,675	3.70
8.	Karnataka	32,856	0	32,856	1,491,085	1,523,941	2.20
9.	Kerala	0	0	0	1,569,157	1,569,157	0.00
10.	Madhya Pradesh	24,269	342	24,611	1,422,244	1,446,855	1.70
11.	Maharashtra	96,992	0	96,992	3,004,492	3,101,484	3.10
12.	Manipur	6,750	1,091	7,841	107,816	115,657	6.80
13.	Meghalaya	2,390	0	2,390	71,085	73,475	3.30
14.	Nagaland	1,728	0	1,728	51,094	52,822	3.30
15.	Orissa	17,628	1,122	18,750	767,683	786,433	2.40
16.	Punjab	16,369	5,527	21,896	1,014,093	1,035,989	2.10
17.	Rajasthan	19,828	784	20,612	1,056,501	1,077,113	1.90
18.	Sikkim	850	28	878	16,396	17,274	5.10
19.	Tamil Nadu	23,402	0	23,402	1,855,609	1,879,011	1.30
20.	Tripura	6,689	3,551	10,240	99,555	109,795	9.30
21.	Uttar Pradesh	51,022	0	51,022	3,041,832	3,092,854	1.70
22.	West Bengal	24,650	740	25,390	1,888,795	1,914,185	1.80
23.	A. & N. Islands	970	31	1,001	26,367	27,360	3.70
24.	Arunachal Pradesh	2,565	526	3,091	29,457	32,048	9.50
25.	Chandigarh	638	0	638	137,404	138,042	0.50
26.	Dadra & Nagar Haveli	0	0	0	8,400	8,400	0.00
27.	Delhi	10,611	0	10,611	1,099,794	1,110,405	1.00
28.	Goa, Daman & Diu	1,967	213	2,180	98,057	100,237	2.20
29.	Lakshadweep	117	212	329	7,786	8,115	4.10
30.	Mizoram	1,797	7	1,804	44,536	46,340	3.90
31.	Pondicherry	1,546	154	1,700	71,151	72,851	2.30
	ALL INDIA	4,89,151	16,312	5,05,463	25,518,509	26,023,972	1.90

**Source* : Ministry of Education.

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